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Described are three components of community-school programs in Richmond, Virginia, public schools. The document presents the general guidelines for development and implementation of these programs which operate with Office of Economic Opportunity funding. Discussed are the remedial reading, early childhood education, and school-community coordination elements of the Community Action Programs. Extensive appendices contain additional relevant information. (NH)

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HANDBOOK AND GUIDELINES
FOR
COMMUNITY ACTION PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June 1965 - June 1966

RICHMOND PUBLIC SCHOOLS
Department of Human Development Programs
Richmond, Virginia

UD 004 892

RICHMOND PUBLIC SCHOOLS
DEPARTMENT OF HUMAN DEVELOPMENT PROGRAMS

HANDBOOK AND GUIDELINES
FOR
COMMUNITY ACTION PROGRAMS

June 1965 - June 1966

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Opportunity of the United States Government.

PREFACE

The school phase of the Community Action Program of the Richmond Public Schools of Richmond, Virginia began on June 2, 1965, in cooperation with the Office of Economic Opportunity of the Federal Government. This program was funded to continue until June 2, 1966. During this time, many activities have been organized and implemented. Under this grant, five Components of the Community Action Program have continued in the public schools of Richmond. These Components are Remedial Reading, Component I; Early Childhood, Component II; Summer Programs, Component III; School-Community Coordination, Component IV; and the Administrative Component, V.

This publication is to serve as a basic guide for program development, implementation and actualization of Components I, II, and IV. Component III (Summer Programs) and Component V are not essential to this handbook. The Summer Program was eight weeks in length and offered opportunities to children through a variety of experiences in sixteen schools. The Administrative Component provides the direction, coordination, and the logistical support of all Components.

These compensatory programs were planned after an extensive three-week study and planning seminar. During August of 1965, both the professional and nonprofessional staffs met jointly for the purpose of crystallizing points of view into composite programs and, further, to determine how the original submitted proposal could be put into action. From the deliberations under the guidance of expert consultants and the interpretation and clarification and cooperation of the Administration, this handbook and guidelines manual has been prepared.

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INTRODUCTION

The Department of Human Development Programs of the Richmond Public Schools has been established to assist in implementing programs that provide compensatory opportunities for boys, girls, and parents in the Richmond community.

One of the most vital points to be emphasized here is our belief that the concept of the community-school centered program tends to provide the best vehicle to effectively produce a vibrant program that allows us to "heal our educational wounds" and at the same time provide optimal learning experiences for quality living in the twentieth century.

Considering the basic aim of American education - to make every person a participating, contributing citizen according to his abilities and interests - we must of necessity guarantee that our schools become a part of our community life and extend their functions to include all aspects of universal living. If this is done, we will be affording opportunities for live, immediate participation and not uselessly spending time creating lifelike situations that may approximate life in a real world. Such effort is unnecessary since the community remains the laboratory and the arena where life exists and living is the constant challenge.

Our special aim through the Human Development Programs is to promote, encourage, and activate community action which demands full community involvement of all citizens and the full cooperative participation of all agencies that exist in the community. This we do by establishing special programs that require and demand a unified approach to learning by coordinating and utilizing the available services in the community to provide quality education for the boys and girls enrolled in our schools.

We proceed, then, on the beliefs that:

1. Schools exist to preserve and extend the best of the American heritage.
2. Schools must be consciously aware of and concerned with the daily problems and needs of the community they serve.
3. Schools exist for the people who support them; therefore, the people must be active participants in the business of school program implementation.
4. Schools must be able and willing to change or alter their programs to meet the rapidly growing changes that are taking place in our total society.
5. Schools and other community agencies must define their individual functions in terms of a cooperative approach toward developing qualitative living for responsible citizenship.
6. Schools must be so organized that its participants - pupil, parent, professional, and layman - will understand that American education is more than receiving evaluative academic grades or passing from one grade to another or even graduating from a particular school. Instead, American education proposes to assist in the adjustment of an individual according to his abilities so that he can be a fairly secure contributing citizen wherever he finds himself.
7. Schools designed to promote learning in early childhood and middle childhood must be emphatic in their efforts to communicate with higher schools and colleges in determining necessary programs that provide appropriate, adequate, and continued learning experiences.

Following these beliefs, the Richmond Public Schools with the cooperation of the Office of Economic Opportunity of the Federal government through the Community Action Program is currently conducting three phases of community-school centered programs in sixteen selected elementary and junior high schools:

1. Remedial Reading
2. Early Childhood
3. School-Community Coordination

This publication serves as the general guideline by which the programs are developed. The programs are implemented by a special staff that has been recruited from the professional staff of the Richmond Public Schools (see Appendix IV-A).

One of the interesting features of this program is that a subprofessional group of workers has been employed to serve as teacher aides in the sixteen schools selected for these special programs. An innovation is the extensive cooperative interrelationship that exists between these programs and the public schools of Richmond and the institutions of higher learning and other community agencies in Richmond.

We cannot make final claims for the efforts expended in terms of positive gains. It is much too early to know. We can say, however, that learning is taking place and that a high degree of community involvement is in evidence.

REMEDIAL READING - COMPONENT I

KNOWLEDGE AND INFORMATION

"The key solution most frequently proposed for solving the problems that are currently plaguing humanity is education, and reading is basic to education."¹ This quote is from the keynote address made by Nila Banton Smith to educators attending the annual meeting of the International Reading Association in Philadelphia in May, 1964.

From The Underachiever in Reading by H. Alan Robinson, we read, "Teachers, supervisors, administrators, and laymen actively interested in education recognize the tremendous loss of prime manpower and the consequent infertility brought about by academic underachievement."²

Before compulsory school attendance, children who experienced difficulty in learning to read became dropouts early in the elementary grades. The pupils who remained in school learned to read by whatever methods their teachers employed, or they devised methods of their own for the mastery of this important skill. During this period teachers "listened to children's lessons" and if a child could not read on the required level he was sent to his seat to

¹Smith, Nila B. "Challenge of Change" in Improvement of Reading Through Classroom Practice, International Reading Ass. Proceedings (1964), IX, p. 1.

²Robinson, H. Alan, The Underachiever in Reading, University of Chicago Press, No. 92, December 1962, p. 1.

"work it out" for himself.³

When children were required by law to remain in school until they were sixteen, teachers had to devise methods of teaching pupils who were not capable of learning on their own.

In an effort to discover the "best way" to teach all children to read, many approaches were used: the rigid phonetic approach, the look-and-say method, and the sentence or story approach. Yet, no matter what the approach, many children experienced difficulty in mastering the skill of reading. Many children of ability were discovered who were not performing as well as was indicated by their potential. Subsequently, the "underachiever" was discovered and uninformed persons, both educators and laymen, placed the blame for underachievement on the current way reading was being taught as compared with the way it was taught in the "good old days."

No country, especially our own, can afford the luxury of non-contributing persons of ability in its economy today. Yet, it has been estimated that about one-third of all elementary school students in the United States are not working up to their potential and are underachieving in reading. Research shows that many of these underachievers have average, above average, and even superior intelligence. They come from homes at all socio-economic levels, and they attend both large and small schools. The one thing they all have in common is that they read at a level well below their potential.⁴

³Pollack and Piekarz, Reading Problems and Problem Reading, David McKay Co., Inc., New York, p. 3.

⁴Ibid., p. 15.

However, the underachieving pupils who will be included in this program will be identified by two common factors: academic underachievement and cultural difference. Usually the failure of the culturally different child has been attributed to inferior intelligence. However, research refutes this conclusion and indicates that the poor showing on group intelligence tests is inherent in the instruments used to measure intelligence. The tests usually require reading as a tool for revealing intelligence. Thus, the underachiever in reading is immediately handicapped by unsatisfactory development of the tool with which to reveal his power of thinking. The result is, too often, that retarded readers are classified as slow learners.

Project TUTOR (Teaching Underachievers TO Read), Component I of the Community Action Program, servicing sixteen project schools has been planned to meet the challenge of helping the large number of culturally disadvantaged underachievers in reading to attain a level more commensurate with their potential. The planners recognize and accept the multiple-causation theory of reading retardation. Several factors operating together to prevent a child from reading might include physical, psychological, intellectual, and environmental factors.

GENERAL OBJECTIVES - Through the resources of this project we propose:

1. To improve language and develop perceptual skills with pupils in the early primary grades.
2. To raise the reading level of underachieving, culturally

different pupils in the middle and upper grades and in the junior high school.

3. To help teachers and parents understand the reading problems of their children and to cooperate in helping children overcome their difficulties.

SPECIFIC OBJECTIVES - In selecting pupils we will attempt:

1. To discover underachievers in reading through study of test results, the study of cumulative folders, and the use of teacher and principal judgment.
2. To interpret the program to parents, teachers, and principals through conferences, workshops, demonstrations, and in-service meetings.
3. To conduct a controlled experiment with pupils in the Junior Primary Second Year and some of their parents by teaching acceptable English as a second language.
4. To increase readiness for formal reading by developing perceptual skills and employing the language-story approach in developing reading skills with underachieving pupils in grade two.
5. To develop basic reading skills by motivating pupils' interests through use of new dynamic approaches and materials with upper elementary and junior high pupils.

THE PROGRAM

The Problem

Given a population of primary, intermediate, and junior high pupils from a culturally deprived social environment,

who, according to standardized tests, are functioning on an average and above average level of intelligence and are under-achieving in reading skills, what approaches of a remedial nature would be most effective in materially improving their language and reading skills?

The Hypothesis

1. If the underachievement in reading of early primary grade pupils with average or above average intellectual achievement is primarily a product of cultural environment resulting in the development of inadequate language skills, then providing these pupils with learning experiences composed of procedures focusing on the development of perceptual skills, or the development of acceptable speech patterns, or the language-experience approach to teaching reading should result in improvement in reading achievement.
2. If the underachievement in reading in the middle and upper grades and in the junior high is more a product of cultural differences than intellectual capacity, then providing the pupils of average and above average intelligence with highly motivated experiences through the use of special instructional materials designed for remedial reading programs should result in improved reading ability.

The Philosophy

1. We believe that among culturally different underachievers

much of the failure to achieve relates to their environment and not necessarily to the intelligence of the children.

- a. One great problem in learning to read is predominantly that of language. Therefore, the oral language facility of deprived children must be developed at the earliest possible time.
 - b. Present measuring instruments do not give an accurate picture of the potential of the underachieving culturally deprived child.
2. Reading materials used in our schools must be re-evaluated and designed so the culturally different child can identify with the characters and become involved in the stories.
 3. Pupils must be motivated to improve their attitude toward reading by developing an improved self-image and an inner urge to learn.
 4. Given proper instruction, all children can learn.

The Structure of the Program

1. Description of the Population
 - a. Remedial Reading Groups - The population to be studied is composed of 49 selected groups of students to be taught by 17 remedial reading consultants. These 49 groups are to be distributed among the 2nd, 4th, 6th, and 7th grade levels. The students selected for these groups, with the excep-

tion of three groups at Booker T. Washington School, must have been determined through standardized tests to be at least average in intelligence and to be noticeably underachieving in reading.

However, within the population two pilot studies will also be carried out. One will study the effects of the utilization of certain special teaching aides in the reading program. This experimental population will total nine groups and will consist of three groups on the 2nd, 4th, and 6th or 7th grade levels. The remaining groups will act as comparison groups. Control groups will also be utilized for each experimental group level.

The second study will test the effect of a remedial reading program with underachieving teenagers in the 7th grade; their scores on standardized intelligence tests fall into the below average category but, in the opinion of teachers, they seem to have the potential and the interest to learn to read.

<u>Grade</u>	<u>Total Group</u>	<u>Project Group</u>	<u>Experimental Group</u>	<u>Control</u>
2	14	11	3	1
4	13	10	3	1
6	13	10	3	1
7	7	6	3	1

- b. Language Development Groups - Three reading consultants, under the direction of a consulting psychologist, will screen Junior Primary Second Year students through the use of a diagnostic test devised for this purpose. This test will be known as the Language Pattern Survey (Appendix I, Exhibit B). In addition, pupils will be screened through a study of the results from the Lee-Clark Readiness Test.

Two groups, each having a maximum of twenty pupils, from four schools and four groups from one school will be selected from the schools included in the Human Development Programs. Details of this program will be found in the design of the study included with this write-up.

2. The sixteen schools in the program will be divided into five groups. There will be three schools in three groups and four schools in two groups. This grouping facilitates the organization of remedial reading consultants into teams of three, which include persons with experience on all the grade levels included in the study.

<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>	<u>Group 5</u>
Bacon	Bellevue	Whitcomb Ct.	Bowler	Graves
Mason	Carver	Fulton	Mosby	Randolph
Fairmount	West End	Fairfield Ct.	Chimborazo	Mosby Jr. High
	Washington		Woodville	

3. Fifteen of the sixteen schools in the project will be served by a team of three remedial consulting teachers. One teacher will be responsible for planning with the principal and teachers in the school; two consulting teachers and a health consultant will assist in implementing the program; and a teacher aide will work with each remedial reading consultant and the two psychologists assigned as consultants to the program (Appendix I, Exhibit A).
4. The student body of the sixteenth school, B. T. Washington, is composed of pupils who, subsequent to psychological tests, have been recommended to attend the school as special education students. For this reason, under-achievers will be determined through a study of psychological reports by the supervisor and consultant teacher, with recommendations from the consulting psychologists.
5. Consulting teachers will work with children four days a week and reserve one day for conferences, demonstrations, and record keeping.
6. The morning of each weekly planning day will be designated for open house in the reading centers.
7. Friday afternoons will be reserved for planning meetings of component, group, team or teacher aides with the supervisor.

The Resources

1. Sixteen schools.
2. One supervisor.

3. Seventeen remedial reading consultants organized into teams of three with expertise on all levels of pupil development.
4. Three consulting teachers who will conduct a controlled experiment in language development.
5. Two health consultants who will assist in diagnosing the physical needs of pupils.
6. Two psychologists will serve as consultants to teachers and parents.
7. Twenty teacher aides to assist the remedial reading consulting teachers in reading centers, with filing and keeping records, making charts, playing skill development games, telling stories, and caring for materials and equipment.

PROCEDURE

Preliminary Selection of Pupils for Group Work

1. The principal of the school will refer pupils who show specific reading needs to the reading consulting teacher. Requests for this referral may come from the parents, the community coordinator, the classroom teacher, or through selection by remedial reading consultant after study of records.
2. The classroom teacher will supply information on the reading behavior of the pupil and on the personal adjustment of the pupil. Reading Behavior Record and Personal Adjustment Inventory Forms are included at the end of this report. (Appendix I, Exhibits C & D.)

3. The consulting teacher will assemble material from the classroom teacher and the pupil's folder and administer diagnostic tests of reading skills.
4. The health consultants will arrange for physical and other special related services. The health consultant will co-operate with the community coordinator in making referrals for psychological tests when indicated.
5. The compiled data from the complete diagnosis will be evaluated by a selection committee composed of the consulting teacher, the psychologist, the health consultant, and the reading supervisor. The committee will determine whether the pupil is an underachiever and whether he should be included in the remedial reading program and, if so, will make recommendations as to his placement.
6. Pupils in the second grade will be considered as under-achievers when the difference between their reading and mental age is at least six months. Pupils in grade four will be considered as underachievers if the difference between their reading level and mental age is nine months or more. Pupils in grades six and seven will be considered as underachievers if the difference between their reading levels and mental age is at least one year.
7. Permission from the parent for enrollment of the child in the program will be secured by the community coordinator.
8. Procedure for selection of pupils participating in the

language experiment will be found in the write-up of this experiment in the appendix of this report.

Diagnosis and Record Keeping

1. The Diagnostic Inventory of Reading Skills Folder (General)

- a. A folder (Appendix I, Exhibit E) with forms for general information, physical and sensory tests, educational tests, an analysis of reading ability, and a summary of progress will be used for collecting data on each pupil.
- b. This folder will be kept on file in the reading room of the school which the pupil attends.
- c. A duplicate of each folder will also be filed in the office of the reading supervisor.
- d. Information in this folder will be kept up-to-date by the reading teacher or teacher aide.
- e. Other cards and data may be secured inside this folder.

2. Specific Data To Be Included In The Diagnostic Inventory Folder:

a. Part I -- General Information Forms

- (1) School Record - Since remedial pupils usually have attended several schools and have had several teachers, the proposed form will be helpful in compiling these data.
- (2) Home Information - Teachers should insist

on having one parent bring the child to the reading center for the diagnosis. The parent will provide information while the teacher or teacher aide records it on the form. The interviewer must be tactful and considerate in securing information in order not to provoke the parent. Securing the information gives the teacher an excellent opportunity to note the parent's attitude toward the child's problem.

- (3) Interest Inventory - Securing information for this form will help the teacher become better acquainted with the pupil and will provide a vehicle for establishing rapport between teacher and pupil.
- (4) Emotional Stability - Symptoms of emotional disturbance may be revealed during the diagnosis, or they may appear in the home or school reports. Tests in this category should be administered by the psychological or psychiatric service available to the program.

b. Part II -- Physical and Sensory Tests

- (1) Each pupil in the remedial reading program should have a complete physical examination by a practicing physician. The information on the Physical Examination Form will be very helpful to the teacher.

- (2) Visual and hearing examinations should be given each child by the school nurse.
- (3) Speech defects can be detected by having the child count to twelve, or name the colors of paper circles on a chart. Many sloven and careless speech habits can be corrected by the remedial reading teacher. Services of a speech therapist are also available if needed.
- (4) Tests for eye and hand dominance can be administered by the teacher. The preferred eye can be determined by having the child sight a coin on the floor through a cardboard cylinder held at arm's length. The coin is sighted with both eyes open. One eye and then the other is covered as he looks at the coin. When the dominant eye is covered, the coin will no longer be seen. Handedness can be determined by passing an object to the child and by noting which hand is used to receive it, or by observing the child writing on paper.

c. Part III -- Standardized Tests

- (1) Measuring Intelligence - In order to adjust instruction to a pupil's capacity, it is necessary to have the results from reliable measures of mental age and intelligence. Since it is felt that standardized group tests are

not reliable, valid measures of the ability level of culturally deprived pupils, the psychologists will be asked to assist in determining if a pupil is average or above average in intelligence.

- (2) Oral Reading Tests - The child's word perception skills will be diagnosed through an oral reading test devised by the supervisor and consulting teachers. This test will indicate the child's level of achievement and the kinds of errors the child makes in attacking unfamiliar words.

This test will be recorded on tape, if possible, so that the consultant may use it for further diagnosis. At a later time, a test on the same material can be compared with the original tape to ascertain the growth made by the pupil.

- (3) Silent Reading Tests - These tests will diagnose rate, vocabulary, dictionary usage, reference material usage, ability to recall detail, ability to identify central thought, and ability to understand science and social studies materials. The California Achievement Test in Reading will be used for this purpose.
- (4) Spelling Test - Since much of the phonetic train-

ing which is suggested for remedial reading involves the use of spelling activities, some measure of the pupil's spelling ability will be useful in diagnosis. The Diagnostic Test by Kottmeyer will be recommended for use.

d. Part IV -- Disability Analysis

Although most information about the pupil's word perception skills is determined by the oral reading tests, an informal test may be administered to secure more specific information. Most teachers prefer making their own tests; however, the test devised by Kottmeyer is recommended as a starter.

e. Part V -- Summarizing the Diagnosis

- (1) A standardized report of the diagnosis will be maintained in the file.
- (2) A summarizing form will be sent to and discussed with the principal of the school. (See Appendix, Exhibit F.)

REMEDIAL PROCEDURES

Special remedial materials provided for 37 of the 49 groups (these 37 groups to be designated as project groups) will consist of such specialized instruments as:

1. Various types of instruments found in remedial reading centers, including:

Overhead projectors

Tape recorders

Filmstrip machines

Record player

Flash-X

Tach-X Tachistoscope

Controlled Readers

Reading Accelerators

2. Many varied instructional materials, including:

Words-In-Color Materials

Webster Diagnostic Kit

Detroit Reading Material

The Skyline Readers

The Reading Round Table

SRA Kits

The Bank Street Readers

Ginn Phonetic Charts

Cyclo-Teacher

Experience Charts

Ideal Chart Stand

Many games and devices for developing
word perception.

Filmstrips for appropriate instruments

A wide range of workbook material

McGraw-Hill Programmed Reading Materials

Reading in High Gear by SRA

Specific remedial materials will be provided to the other
twelve groups (these groups to be known as the experimental

groups), to be used for 75% of the remedial instruction time. Three of these groups will use Words-In-Color; three, Controlled Readers; three, McGraw-Hill Programmed Reading Materials; and three, Webster Diagnostic Kit.

THE READING CENTER

Physical Plant

1. A Reading Center will be located in each school included in the program and will serve as headquarters for the remedial consulting teacher and teacher aide assigned to that school.
2. The Reading Center will be the place in which teachers and other staff members will make diagnoses of reading disability and its causes, provide remedial teaching to eliminate the disability, and hold demonstrations, in-service meetings, etc.
3. The Reading Center should provide:
 - a. Space large enough to accommodate fifteen or twenty pupils.
 - b. Space for activities, including the use of projecting equipment.
 - c. Open shelving for the supply of books and materials used in instructing pupils.
 - d. Ample storage space for test materials.
 - e. Office space for receiving calls, housing filing cabinets, and performing clerical work.
 - f. Equipment needed for instruction - a blackboard,

bulletin board, and suitable tables and chairs.

4. Physical, psychological, and individual tests may be scheduled in the nurse's office when it is available.

Activities in the Reading Center

1. Consulting teachers will work with children in the Reading Center four days a week. Each consultant will be assigned to one specific school, but will spend the morning in one school and the afternoon in another.
2. Each Friday morning will be reserved for Open House in the Reading Center.
 - a. At this time, consulting teachers will plan activities which may: demonstrate techniques for developing reading fluency, the use of new materials, or how reading skills may be incorporated in the content area, parent-teacher conferences, in-service meetings for teachers, or the performance of clerical duties.
 - b. These activities may be presented through demonstrations and workshops.
3. Activities for the Reading Center will be planned by the reading team. One consulting teacher will conduct the activity in the Reading Center; the other two and the teacher aide will be presenting planned programs of language development and literature to the pupils of the teachers involved in the Reading Center.
4. Each Friday afternoon will be reserved for in-service

training meetings, team planning, group planning, or other activities promoting professional growth of the consulting teachers.

THE CONSULTING TEACHER

Working with Pupils

1. The consulting teacher will study all available data and develop a program for each child assigned to him. The following points will be given emphasis:
 - a. Thorough preparation of lesson plans.
 - b. Establishment of rapport between pupil and teacher.
 - c. The providing of evidence to the pupil of his progress.
 - d. Assistance to the pupil in developing a good attitude toward himself and reading.
 - e. Assistance to the pupil in setting his own goals.
 - f. Development and maintenance in each pupil of an interest in reading.
2. The consulting teacher will work with each pupil (either) individually or in small groups of not more than twenty) for regularly scheduled weekly periods four times a week.
3. The consulting teacher team will be responsible for planning large group literature periods of about 45 minutes when necessary.
4. The consulting teacher and supervisor will meet with teachers and parents at specified times to demonstrate

techniques and discuss ways of improving children's communicative skills.

Working with the School

1. The remedial teacher and reading supervisor should familiarize the school principal and faculty with the kinds of services of the program.
2. The reading teacher and supervisor should make and interpret clinical reports to the principal of the school and to the teacher of the pupil.

Follow-up of Pupils

1. When a pupil is released, the consultant will continue to maintain an interest in his readjustment in the classroom. Classroom instruction may be supplemented from time to time when necessary.
2. The released pupil should be scheduled to return to the center for a retest after ten weeks and again after twenty weeks.

IN-SERVICE TRAINING PERIODS

Workshops for Training Teachers in the Program

1. Psychologists with the program and other consultants will conduct workshops for reading consulting teachers in the program.
2. Once a month all reading consulting teachers will meet with the reading supervisor for in-service planning meetings.

Planning Periods with Classroom Teachers

1. An inventory of needs and interests has been obtained from each principal and teacher in the project school. (See Appendix Exhibit G.) In light of the results obtained, the reading supervisor and consulting teachers have scheduled regular in-service planning meetings with classroom teachers to present materials from current literature and suggested methods for improving the various phases of the reading program, to demonstrate new techniques, and to set up experimental situations.
2. Demonstrations will be planned in the reading center, and classroom teachers and parents will be invited to observe instructional periods and the use of new techniques.
3. The remedial supervisor and consulting teachers will be on call for assisting classroom teachers.
4. The remedial supervisor and consulting remedial reading teachers will meet with the principal at regular intervals to evaluate the progress of the program and to exchange ideas of organization and instruction.

EVALUATION

Project Groups

1. Second Grade Level
 - a. Pre- and post-testing scores of levels of perceptual development will be compared to determine significant degrees of change.
 - b. Pre- and post-test scores of reading achievement

will be compared to determine the significant degree of change.

- c. Reports of parents' impressions of progress in their children's reading will be obtained.
- d. Similar measurements of perceptual development and reading achievement obtained on a control group will also be used for comparative study.

2. Fourth, Sixth, and Seventh Grade Levels

- a. Results of pre- and post-tests of reading achievement will be compared, and the statistical significance of the differences will be evaluated.
- b. Teacher judgment on each child will be obtained.
- c. Reports of parents' impressions of progress in their children's reading will be obtained.
- d. Similar measurements of perceptual development and reading achievement obtained on a control group will also be used for comparative study.

Experimental Groups

1. Second Grade Groups

- a. Pre- and post-testing scores of each experimental group will be compared as to level of perceptual development as well as reading skills.
- b. Intergroup comparisons will be made of the three experimental groups on this grade level, as well as comparisons of each of these three groups with all of the project groups on the second grade level,

as to the degree of perceptual skills development and growth in reading skills.

- c. Reports of parents' impressions of progress in their children's reading will be obtained.
- d. Teacher judgment on each child will be obtained.

2. Fourth, Sixth, and Seventh Grade Levels

- a. Pre- and post-testing scores of each experimental group will be compared as to the changes in reading achievement that may occur.
- b. Intergroup comparisons will be made of the three experimental groups on each grade level, as well as comparisons of each of these groups with all project groups on its respective grade level, as to the degree of growth in reading skills.
- c. Teacher judgment on each child will be obtained.
- d. Reports of parents' impressions of progress in their children's reading will be obtained.

3. Seventh Grade B. T. Washington Underachievers

- a. Pre- and post-testing scores of each experimental group will be compared as to the changes in reading achievement that may occur.
- b. Comparisons of both the project group seventh graders and the experimental group seventh graders will also be made.
- c. Teacher judgment on each child will be obtained.

- d. Reports of parents' impressions of progress in
their children's reading will be obtained.

EXPECTED OUTCOMES

This project should be very helpful in determining:

1. Which remedial reading materials are most valuable in raising the level of reading achievement for the culturally deprived underachieving pupils in this study.
2. At which of the grade levels, in this study, certain materials are most effective.
3. Whether giving the pupils in this study extra help in reading caused them to progress at a more rapid rate in improving reading achievement than did the pupils who did not receive help from this program.

LANGUAGE DEVELOPMENT PROJECT

INTRODUCTION

The Language Development Project, conducted by three reading consultants for Component I, Human Development Department of the Richmond, Virginia, Public Schools, is launched in an effort to help children who live in depressed areas to improve their general ability to communicate.

All children when they enter school bring with them the sum total of all of the culture they have previously absorbed. By virtue of their deprivation, children who are disadvantaged bring with them the limitations of the culture in which they have been confined. Therefore, when they enter school, they possess a linguistic pattern of development of a kind and quality deemed inadequate by the school. Some are more severely handicapped in that they are inexpert in communicating orally even within the confines of the subculture. Still others are practically non-verbal or become so when they sense their deviation from the language patterns considered acceptable in the new environment.

A survey of related literature reveals that:

1. Children who reside in depressed urban areas are not only casualties of a socio-economic pattern but, in addition, they have been left outside the mainstream of American culture, and so are culturally disadvantaged as well. Specifically, they are culturally handicapped in the area of growth in command of their

native language.¹

2. Disadvantaged children cannot achieve success in academic competition with children who are not disadvantaged without specific help in the area of language development.

According to Frazier, more conscious attention to the language deficiencies of culturally deprived children is needed to provide them with the tools and equipment needed to transcend their cultural limitations. Too many of them come to school with little ability to use the English language.²

It can, therefore, be reasonably assumed that children who come from depressed urban areas are entitled to supplementary educational assistance which will enable them to compete in the classroom with some degree of success with children who have not been so disadvantaged.

In view of the foregoing statements, three reading consultants from Component I (two of whom are speech therapists) were selected to conduct a special supplementary project designed to provide compensatory learning experiences in language development. A selective instrument, an original device, designed to diagnose the nature of linguistic and/or speech disability, will

¹Crosby, Muriel, *An Adventure in Human Relations*, Chicago: Follett Publishing Co., 1965, p. 340.

²Frazier, Alexander, "Research Proposal to Develop the Language Skills of Children with Poor Backgrounds," Pamphlet: Improving Skills of Culturally Different Youth. HEW, OEO, Washington: U.S. Government Printing Office, 1964, p. 69.

aid in determining the adequacy of certain concepts, and will furnish specific criteria for identification of the children to be included in the program.

GENERAL OBJECTIVES

The general objectives of this project are:

1. To develop a program of speech improvement among children who live in depressed urban areas.
2. To facilitate the acquisition of acceptable linguistic patterns and oral fluency on the part of these children.
3. To help classroom teachers develop more effective techniques in reaching these goals.

SPECIFIC OBJECTIVES

Through this project efforts will be made:

1. To insure motivation on the part of the children involved by providing a wide variety of experiences and exposures which will stimulate spontaneous oral expression.
2. To provide materials and atmosphere conducive to the establishment of attitudes favorable to the acquisition of an acceptable self-image for each child.
3. To identify, by means of an original instrument called a "Language Pattern Survey", children in five selected schools within the target area on the Second Year Junior Primary level.
4. To accelerate entry into the formal reading program by

intensifying and supplementing the reading readiness program already in progress in the regular classroom by use of the compensatory measures previously described.

5. To attempt to replace unconventional linguistic habits and patterns with standard habits and patterns which have a definite relationship to material these children must learn to cope with on the printed page.
6. To increase greatly the working vocabulary of these children.
7. To employ the techniques used in teaching English as a second language as procedures, since conventional English is outside the cultural frame of reference of children who will be involved in this experiment.
8. To involve some of the parents of these children in a similar experiment.

THE PROGRAM

The Problem

1. What benefits will an experimental language development project, providing supplementary and compensatory learning experiences, provide for disadvantaged children in facilitating oral fluency and linguistic patterns more expressive of the standard American culture?
2. How effective will techniques employed in the teaching of English as a second language be in improving the linguistic patterns of children involved in this project?

The Hypothesis

1. If substandard patterns of oral communication are a product of the substandard cultural environment of Junior Primary Second Year children and their parents who live in depressed urban areas, it is reasonable to assume that a language development project designed to facilitate the replacement of these undesirable linguistic patterns with conventional patterns will be effective.
2. If the English usage standard to our culture is outside the frame of reference of those persons to be involved in the program, it is reasonable to assume that employing the techniques used in the teaching of English as a second language will also prove effective.
3. Generally speaking, standardized tests in the area of language do not accurately measure the intelligence or ability of disadvantaged children because the standardization groups are for the most part middle class, non-minority groups. According to John and Goldstein, four year old lower class Negro children selected to participate in a preschool enrichment program who were administered the Peabody Picture Vocabulary Test were significantly inadequate in performance in several categories of the very first section of the test. They say further: "The standardization group for this test consisted solely of white children residing in and around Nashville, Ten-

nessee."³ Finally, John and Goldstein state that other studies, such as that by Eells (1951), have shown similar trends in older lower-class children.⁴

4. Among the most obvious manifestations of cultural deprivation are:

- a. Marked deviation from the linguistic pattern deemed correct in the prevalent culture.
- b. Lack of facility in using the language as a tool.
- c. Severely limited fluency of expression, or nonverbalism.

In his study on "The Language of Lower-Class Children," Warner Cohn points out that the language of lower-class children differs remarkably from standard English and the difficulties caused thereby probably contribute to the fairly widespread disaffection of lower-class children from our public school culture.⁵

In his book, Children and Adolescents, Boyd R. McCandless refers to a study by Knoblock and Pasanick (1960), Exogenous Factors in Infant Intelligence: Pediatrics, which found no difference in infant intelligence test scores between white and nonwhite babies at 40 weeks of age but found that their

³John, Vern P., and Goldstein, Leo S., "The Social Context of Language Acquisition," Reprint: Merrill-Palmer Quarterly of Behavior and Development, Vol. 10, No. 3, 1964, p. 3-4.

⁴Ibid.

⁵Cohn, Warner, "On The Language of Lower-Class Children," School Review, Vol. 67, Winter 1959, p. 435.

language intelligence scores differed by 16 points at the age of 3, in favor of the white youngsters. They ascribe the difference to socio-economic influence: The nonwhite children have had fewer advantages and less stimulation.⁶

According to Frazier, some children come to school with such a lack of language experience of any kind, they may be considered victims of "verbal destitution." Some studies have dealt with normal children of different class origins. The differences in terms of socio-economic class were greater than those found for sex or intelligence.⁷

5. In many instances the aforementioned manifestations co-exist with speech disorders of varying degrees of severity. In this regard the Educational Policies Commission of the N.E.A. makes the following observation: "The speech patterns of many disadvantaged children differ so sharply from accepted English as to impede their learning to read. Then chances for success improve when speech therapy precedes or accompanies reading."⁸

The Philosophy

1. The members of Component One believe that children who live in disadvantaged urban areas are for the most part

⁶ McCandless, Boyd R., Children and Adolescents, New York: Holt, Rinehart, and Winston, 1961, p. 253.

⁷ Frazier, op. cit., p. 70-71.

⁸ Educational Policies Commission: Education and the Disadvantaged American, NEA, 1962, p. 17.

victims of their environment - physically, socially, economically, and culturally.

2. The literature shows and experience has demonstrated to the consultants that an outstanding characteristic of cultural deprivation is failure to comprehend or conform to the conventional or standard linguistic pattern prevalent in the culture.
3. They also believe that the devices usually employed to measure the intelligence, potential, and performance of these children do not take into consideration their cultural deprivation, and so they are further disadvantaged by the administration of these tests.
4. It is further believed that the Second Year Junior Primary, which is tantamount to first grade elsewhere, is the proper level at which this experiment should be launched. The reasons are as follows:
 - a. The difficulty must be faced early in the school career, before lifetime habits have been established.
 - b. This is a crucial and transitional period of learning which encompasses the all important reading readiness period preceding the entry into a formal reading program.

The Structure of the Program

Five schools in the target area have been selected for the experiment. They are: Bacon, Bellevue, Carver, Chim-

borazo, and Mosby.

These schools will be serviced by three consulting teachers, two of whom are speech therapists. One will work with two groups at one school four times per week. Each of the other two teachers will work in two schools, twice a week, with two classes in each school.

The Resources

1. The supervisor of remedial reading.
2. One psychologist who will act in an advisory capacity for the consultants conducting the experiment.
3. Three reading consultants, two of whom are speech therapists. The third consultant is a specialist in the area of sight conservation.
4. Two health consultants who will concern themselves with the physical needs of students.
5. Five teacher aides.

PROCEDURES

Pupil Identification and Grouping

1. There are nearly 600 pupils enrolled in the Junior Primary Second Year in the five schools to be serviced. They will be screened by use of a diagnostic instrument devised for **this** purpose by the consultants with the guidance of a psychologist. This test is to be known as the Language Pattern Survey.
2. In addition, all Second Year Junior Primary pupils in the Richmond Public Schools are now being administered

the Lee-Clark Readiness Test.

When the scores are recorded on the cumulative folders they will be transferred, along with other pertinent information (parents or guardian's names, address, telephone numbers), to the first section of the information sheet attached to the test. These scores will be assigned to two of the consultants. Four similar groups will be selected at the fifth school, to be served by the third consultant.

4. Information comprising a social history for each child will be entered on the second section of the information sheet attached to the test and will include such items as number of adults in home (parents, guardians, other), educational status of parents, attitude toward education, number of siblings, etc.

Since this is to be a project which involves parent participation, this information will help set up the criteria for composition of pupil groups and selection of parents available for and interested in participation.

5. Three groups of children will be used in the study:
 - a. A control group that will not participate in the experimental program.
 - b. A nonparent participating group of pupils who will receive special instruction.
 - c. A parent participating group in which the pupils will receive special instruction, and whose parents

will also participate in their own language enrichment program.

6. The three groups will have the same proportion of children selected according to:
 - a. Sex of child
 - b. Number of siblings
 - c. Level of intelligence
 - d. Educational level of parents
 - e. One parent or two parent families
 - f. Parents on relief
 - g. Attitude of parents toward the schools
7. The first step in the study will be the pretesting of all children with the Language Pattern Survey (LPS). The children will then be divided into the three groups and matched on LPS results as well as on the other control variables. Children in the control group will receive regular class instruction. The children in the non-parent participating group and those in the parent-participating group will receive special instruction. Also, the parents of the parent-participating group will receive, in meetings separate from their children, a language enrichment program. At the close of the study, post-testing with the LPS will be employed to ascertain whether or not there have been changes over the pretested language patterns. To compare pre- and post-LPS scores, an analysis of variance will be employed if feasible;

otherwise, some nonparametric procedure such as chi square will be used.

8. In the study, the independent variable is the instructional grouping of the children. The dependent variable is the degree of change in LPS scores.

The Language Pattern Survey is designed to diagnose and assess the linguistic pattern of each child. It will reveal and classify such factors of the pattern as infantilism (baby talk, nicknames), predominance of slang, idiomatic, colloquial or dialectic speech, and degree of oral fluency.

9. The device is also expected to detect and classify any speech defect which may affect the linguistic pattern, such as lisping, stuttering, and cleft palate.
10. Lastly, the Language Pattern Survey is expected to indicate the degree to which the students have assimilated certain concepts considered basic for children of this age and placement. Some of these concepts pertain to home, family, family relationships, modes of transportation, home appliances that will make work easier (iron, refrigerator, washing machine, etc.), home appliances that give one pleasure (television, record players), food categories (fruit, vegetables, dessert, etc.), wild and tame animals, and sequential order of events.

Physical Facilities

Due to the overcrowded conditions prevalent in most

schools located in the target area, and because two of the consultants will work twice a week at two schools, it has been impossible to secure rooms in all the schools to be serviced which will be used solely as Language Development Centers. In the four schools assigned to two consultants, rooms must be shared with other services, and this demands careful scheduling on the part of principals. The fifth school, however, which will have four groups, serviced four days a week by a consultant, has an assigned room for this purpose.

Activities and Techniques

1. Classroom teachers, children, and parents will be questioned as to trips taken by the children, extent of familiarity with neighborhood places of interest, and facilities (playgrounds, community centers, supermarkets, drug-stores, laundromats, laundries, bakeries, parks, and bridges), community resources (libraries, theaters, museums, historic shrines, YMCA and YWCA), municipal landmarks, such as Capitol Square, City Hall, Medical Center, other hospitals, City Jail, State Penitentiary, Juvenile Court, Byrd Park, City Stadium, Parker Field, Strawberry Hill, downtown shopping district, Sixth Street Market, shopping centers, toy stores, etc., and miscellaneous places of interest.
2. Varied learning experiences will be planned around visits

to a variety of places with the expectancy that a wide variety of topics for conversation will stimulate spontaneous oral expression and enthusiastic oral responses.

3. The techniques described in Teaching English as a Second Language by Mary Finnociaori will be employed by consultants in helping these children to develop acceptable speech patterns.

Records and Reports

A folder will be kept for each child. It will contain diagnostic data secured from the Language Pattern Survey, pertinent information from his cumulative folder, and his family social history. Additional information may be added as acquired.

A day-by-day record of attendance, attitude, and progress will be kept as well as periodic evaluative information.

Materials and Equipment

Many colorfully illustrated books

Simple puzzles

Toys

Games

Creative materials

Filmstrip machine

Overhead projectors

Charts, chart stands

Poems, stories

Records

Record player

Tape recorder

Head sets

EVALUATION

Informal inventories

Conferences with classroom teachers

Conferences with parents

Anecdotal records

Periodic progress reports

The final evaluation will be the comparison of a taped record of each child's linguistic pattern at the end of the school year with his pattern taped during the screening process. This will provide a quantitative measure of the outcome of the program.

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6. McCandless, Boyd R., Children and Adolescents, New York: Holt, Rinehart, and Winston, 1961, p. 253.

LANGUAGE PATTERN SURVEY (LPS)

MANUAL AND DIRECTIONS FOR ADMINISTERING AND SCORING

NATURE OF THE LANGUAGE PATTERN SURVEY

This test has been devised as an instrument which will reveal the extent of and the diagnosis of the nature of speech deficiencies, faulty language patterns, and language needs of children.

1. Specifically, it is intended to be administered to children who live in disadvantaged areas and who are enrolled in the second year of school (first grade, Junior Primary Second Year) or its equivalent. Children at this level were selected for testing because it is well known that children who live in disadvantaged urban areas as a rule seem to have:
 - a. Unconventional linguistic patterns.
 - b. Very limited vocabularies.
 - c. A somewhat greater incidence of physical handicaps, including speech difficulties.
 - d. Limited oral fluency.
2. It is generally agreed that these and other cultural disabilities prevalent among disadvantaged children are not necessarily indications of mental retardation as most test results have us believe. Instead there are evidences of cultural differences which may be attributed to socio-economic status, family instability, negative parental attitudes toward education, educational status of parents, physical and/or emotional problems, and lack of enriching experiences and exposures enjoyed by their more fortunate peers.

3. Without substantial supplementary aid designed to compensate for this cultural lag, children from depressed areas cannot be expected to compete with children from more favorable environments who have had the cultural advantages afforded by the standard American culture.
4. Typically, children in the second year of public school are involved in a reading readiness program designed to prepare them for entering a formal reading program. This is a critical transitional period for which disadvantaged children are poorly prepared. Their language does not conform to the conventional linguistic pattern that they must cope with in the printed word. Many have speech conditions in varying degrees which may be improved or corrected if detected and dealt with early enough. Some are still infantile in speech patterns (use baby talk); others use colloquialisms, slang, and idiomatic or dialectic speech with varying incidence of frequency.

For these reasons the Second Year Junior Primary has been selected as the grade in which such a study would be most profitable.

DESCRIPTION OF THE LANGUAGE PATTERN SURVEY

1. The actual test is preceded by a background information sheet divided into two sections. The first section contains information easily obtained from school records, such as name, address, telephone number, age, siblings, and parental occupation. The second section is information to be obtained by means of a personal interview with parent or guardian which will constitute a family social history.

2. Part I of the test is a series of very informal, "let's get acquainted", questions designed to elicit information most children on this level are prepared to give with minimum effort and maximum ease. The questions are informal in nature and presentation because such approach can minimize the impression that this is a testing situation.
3. Part II of the test is a series of questions centered around pictorial charts presented on color slides in five categories which are generally recognized as average in terms of interest level for children of this age. The categories are:
 - a. Home and Family
 - b. Familiar Household Furnishings
 - (1) Those which are useful
 - (2) Those which give pleasure
 - (3) Those which are both useful and pleasurable
 - c. Food
 - (1) Staples
 - (2) Desserts
 - (3) Fruits
 - d. Transportation
 - e. Animals
 - (1) Pets
 - (2) Food Sources
 - (3) Wild
 - (4) Tame
4. Sequential Order of Events and Comprehension

An illustrated nursery rhyme (Jack and Jill) in three parts

is presented to the child to be arranged in sequential order of events as they occur.

PURPOSE OF THE LANGUAGE PATTERN SURVEY

The purpose of the test is to assess the language patterns of children by means of procedures that minimize the impression of a testing situation that will afford a reliable, quantitative measure as well as qualitative, descriptive observations.

DIRECTIONS FOR ADMINISTERING THE LANGUAGE PATTERN SURVEY

TESTING ENVIRONMENT

Arrangement of Pupil and Testers

1. The test should be administered in a quiet room to one pupil at a time.
2. The pupil should be informally and comfortably seated in a chair, of the proper height, facing the examiner during the interview portion of the test.
3. If a recording device is used, it should be placed on a table, desk, or stand which is close enough to the child to record his responses clearly.
4. The scorer should be seated within easy hearing range, but as unobtrusively as possible, so as to minimize the atmosphere of a testing situation.
5. A warm, friendly approach on the part of the examiner, and frequent praise and encouragement during the administration of the test will do much toward establishing rapport, thus further minimizing the testing atmosphere.

Testing Materials

1. The examiner will need Part I of the Language Pattern Survey

containing the interview questions, a projector and screen, and the accompanying slides.

2. The scorer will operate the sound device which may be a tape recorder or soundscriber. In addition, we will record scores on class record sheets.

GENERAL DIRECTIONS FOR ADMINISTERING LPS

This test is designed for administration by a speech therapist when only one person is available to examine pupils and to record scores. However, when pupils' responses are recorded by means of sound equipment (tape recorder, soundscriber), the examiner may be a teacher or other qualified person. In this event, the pupils' recorded responses are subsequently submitted to a speech therapist for scoring.

1. It is important to note that in all cases, scoring of this test requires the skill of a person trained in speech, whereas the person examining the pupils need only be thoroughly familiar with the materials and directions for presenting the test.
2. It is re-emphasized here that when only one person examines and scores, that person must be a speech therapist.
3. When mass testing is planned for a large number of children, two testers are recommended to expedite time - a teacher or another qualified person to examine the pupils, and a speech therapist to record the scores.
4. Should a speech therapist administer the test alone, responses may be recorded by means of phonetic symbols if no recording machine is available.

SPECIFIC DIRECTIONS FOR ADMINISTERING LPS

As soon as examiner, scorer, and pupil are comfortably seated and rapport is established, the examiner may proceed with the test.

Test - Part I - A, B, C, and Part II

1. Examiner - Present each question in a friendly, interested manner, enunciating distinctly in a composed manner with moderate but clear tones. Give sufficient time to answer, but if child is overly hesitant, proceed to next question.
2. Scorer - Part I - A, B, and C
 - a. Check (x) the number that best describes the student's speech. Consult page___ for interpretation of Rating Scale and be certain of accuracy in checking.
 - b. Record comments in space provided on scoring sheet.
3. Scorer - Part II
 - a. Check (x) the block that best describes the student's responses in the categories listed. Rating Scale interpretation for this portion of the test is on page ____.
 - b. Record comments in designated space.
4. If the occasion arises during Part II of the test where the scorer is certain that the child has clearly established his status, the scorer may signal the examiner to omit any or all of the following categories except sequential comprehension which is administered as a final task.

INTERPRETATION OF RATING SCALE

The recorder will employ the following frames of reference when making the ratings for the test.

Part I - A and B

The numbers used in this rating scale are descriptive of the

child's fluency, normalcy, and/or impediment. His speech is:

- 5 - Excellent - Completely acceptable - above normal as compared with accepted patterns found among most children at above average level; relaxed, completely at ease, extremely articulate, fluent and expressive, above average for age.
- 4 - Good - Acceptable as normal and expressive.
- 3 - Average - Understandable, articulate, but makes occasional errors - may display a normal pause, repetition, or omission (especially in final position of words).
- 2 - Fair - Somewhat below par, not entirely acceptable, indicative of moderate defect (substitutions, omissions, hypo or in need of speech therapy.
- 1 - Poor - Unintelligible, obviously defective, in need of immediate attention of speech therapist, audiologist, psychologist, physician, otologist or other specialists; distinctly ill at ease, perhaps nonverbal.

Part I - C

These descriptions indicate rate at which child employs colloquialism, infantilism and/or slang.

- F - Frequent - Utilizes such terms many times (more than three) during examination.
- S - Seldom - Utilizes such terms one to three times during examination.
- N - Never - Child does not employ the use of such phrasing at any time during examination.

Part II - C

Scale numerals 1, 2, 3, 4, and 5 may be interpreted as follows:

- 1 - Poor - Very limited responses or possibly nonverbal;
little or no clarity of thought, lack of confidence,
marked uneasiness, unwillingness to participate,
annoyance or resentment.
- 2 - Fair - Noticeable but not extreme difficulty in verbaliza-
tion, some diffidence, little interest, and manifest
discomfort in the situation.
- 3 - Average - Intelligible interpretation, self-confidence,
and comparative absence of difficulty in fol-
lowing directions.
- 4 - Good - Spontaneous, personal comfort in testing situation,
willingness to participate, marked interest, and
ease of manner.
- 5 - Excellent - Outstanding in regard to clarity of thought
and verbal expression fluency of conventional
terminology, rapport with examiner, great
interest and eagerness to participate.

ADMINISTERING THE SURVEY

Part I

The examiner will use an intimate conversational tone and ask pupil the questions listed in Part I of the test.

1. What is your name?
2. How old are you?
3. How many brothers and sisters do you have?
4. Where do you live?

5. What things do you do with your parent(s), brothers, sisters?
6. What things do you like to do when you have time to be alone
(by yourself may be used)?
7. What did you do last summer ("this summer" may be used in place
of "last" summer)?
8. What do you like best about school?
9. What things do you enjoy doing in school? Why?

Part II

The examiner following directions presents the slides to the pupil in numerical sequence using the suggested statements and questions.

Home and Family

Slide 1 - Let's talk about these pictures. I'll start if you will help me. Will you? Good. I see a house at the top of this page. Do you like it? Why? Why not? Tell me about it.

Slide 2 - Now we both know that people live in houses. Usually there is a group of people in each house. Each group of people who live in one house is called a (family). Good. Below the house we have pictures of several families. Will you tell me something about this family? What do you think about this one?

Household Furnishings

Now we will talk about some of the things that people use in houses.

Slide 1 - Some of them are very useful. That means they make work easier. Will you show me some pictures of things that Mother works with? How do they help?



Slide 2 - Some of these pictures are things that have nothing to do with work, but they give us pleasure. We enjoy them, they help us have a good time. Will you show them to me and explain how they are used?

Slide 3 - Some are pictures of things that are useful and give us pleasure too. Which ones are they?

Food

Slide 1 - These are pictures of (food). Good. Let's talk about them a little. Tell me what food you like best. Why? Do you see any desserts? Which is your favorite?

Slide 2 - The first picture on this slide is a picture of many vegetables. How many of them can you name? Which ones do you eat most? Like most? Tell me what you think about the foods in the rest of the pictures.

Slide 3 - These are all pictures of (fruit). Can you name them for me? Have you eaten all of them? If not, which ones have you eaten? Which do you like most?

Transportation

Slide 1 - You know, people are very smart. Years and years ago they learned that they wanted to go and visit places that were too far away for walking. So they began to make things that would carry them to these places, things to ride in, or ride on. Here are some pictures of these things that have been made to take us where we want to go. Let's look at them and talk about them. As I point to each one, please

tell me what it is. Tell me which of these have you ridden? Tell me on which of them you would like to ride? Where would you like to go? Would you want someone to go along? Who? How long would you stay? Does anyone in your family have one of these? More than one? Who?

Animals - Domestic and Wild

Slide 1 - Domestic

Let's talk about this set of pictures. Here we have pictures of tame animals. What do I mean when I say tame animals? Some of these animals are pets. Which ones? Do you have either? One of them we can ride. Which one? Some of them are used for food. Which ones?

Slide 2 - Wild

Here are more animals. These are not tame animals. They are not pets and we do not eat them. Do you know what they are? Tell me something about the ones you know? Have you ever seen them except in pictures? Where? Where do you think you might see them?

Sequential Comprehension

We have three pictures here that tell a story of Jack and Jill. Do you know this rhyme? Let's say it together. (If the pupil cannot repeat it, say it for him.) Now point out for me the way this story happened. What happened first? What happened second and what happened last? Thank you so much. You have been so helpful. I enjoyed talking with you. The student is dismissed.

EARLY CHILDHOOD EDUCATION - COMPONENT II

If the primary goal of education, in the broadest sense, is development of the individual's capacity to act in responsible assumption of his role as rational being and citizen, certain values are necessarily subscribed to. Among these values are accuracy of perception, inquisitiveness about the unknown, facility in eliminating the extraneous, adaptability in method of attaining a goal, skill in perceiving abstract relationships, and withal a respect for and responsiveness to the value of the human being.

Consideration of such values in relation to preschool-aged children suggests the possibility of such a staggering task that one wonders where to begin. As always, the beginning of an effective program lies in coordination of the facts (the characteristics of the children, the skills of the teachers, the equipment available, and the characteristics of the children's parents as they with others compose a neighborhood), the hopes (the goal of these children's ultimate assumption of rational, responsible adult roles in a world which is undergoing rapid technological and social change), and the means (the methods, procedures, and techniques available).

The Facts

While there is an impressive compendium of research literature describing in detail the preschool-aged child, most of the published investigations have utilized upper middle class samples. This limitation in scope creates a serious problem of prediction and implementation of any program for children from disadvantaged homes, for it leaves only educated guesses and unquantified (and incidentally, frequently unquantifiable) opinions about the children, their parents, their neighborhoods.

The Children - The staff of the Early Childhood Education component anticipated that the children in these centers would not exhibit the skills enumerated in the published lists of behavioral characteristics of four year olds. In the main, experiences of the summer months supported this expectation. The sensory, sensory-motor, and perceptual skills of these children differed from those of the upper middle class children treated in professional literature. At present, the specific areas of difference and the extent to which these children differ are confined to the individual teacher's qualitative observations and her judgment as recorded on a rating sheet of behavioral characteristics.

The Parents - To date, there is relatively little objective information about the adult of disadvantaged areas. Emotional reports and emotionally motivated testing of hypotheses, while interesting and increasingly common, add little to a body of true knowledge. Occasional reports from educational agencies, social agencies, and public health agencies about the interest in and the positive response to services aimed at increasing the disadvantaged adult's competence in his various roles are encouraging. Of special pertinence are those reports of the adult's positive response to education in the parental role.

The Neighborhood - The disciplines of sociology, social work, and anthropology have contributed to the general understanding of the geography and patterns of interaction in the larger group setting. The details about values, opportunities, goals, and resources need still to be gained in terms of the real world of daily experience for the children and parents with whom this program is concerned.

The Equipment - Physical appointments in the Early Childhood Education centers meet minimum standards at present. As materials ordered in

accordance with the needs of specific centers are received, supplies and equipment furnished on loan from the schools housing these centers can be returned and the centers will have greater uniformity in materials. With increasing understanding of the specific unmet needs of the children, additional materials needed for an adequate program can be identified. The center teachers are currently analyzing this area.

The Teachers - The Early Childhood Education component is fortunate to have teachers of high personal and professional qualifications. Their background is summarized in Appendix II.

With a view to increasing to an even higher level the effectiveness of the professional staff, a program of continued in-service training is being planned. This program is to include study groups, seminars conducted by consultants in the areas of early childhood education and human behavior, and individually directed examination of the professional literature.

The Teacher Aides - Those adults serving as aides in the Early Childhood Education centers are of such varying qualifications they cannot be effectively categorized. Each aide has proven to have special skills which are guided by the teacher into a constructive channel enhancing the school program. Thus, in addition to their assisting with the management and care of equipment and the physical needs of the children, the aides assist with clerical duties, with the meetings with parents, and with the overall school program. As their in-service training continues their increasing abilities will be utilized.

The Goals

Analyzing the ultimate goal of educational experiences which will lead to rational, responsible assumption of adult roles results necessarily

in artificial division of areas of development. While this type of division is essential if gross and global generalities are to be avoided, the categories are treated while there is retention of the basic concept of the wholeness of the individual. There is further recognition that maintaining the concept of the whole individual - be he child or adult - will assist in striving toward the ultimate goal.

The School Program for Children - The school's program is to serve as a guide for the child, the home, and the community insofar as it identifies goals; serves the felt needs of its patrons and their children; and stimulates their continued growth and development.

The school's function, through activation of a sound program and stimulation of currently latent potentialities, is aimed at providing experiences of these types for the children:

a. Physical.

1. Periodic evaluation of general health status.
2. Continuing services of a registered nurse for emergency care in the school.
3. Assistance to parents in arranging for specific health needs, as dental care, orthopedic surgery, and other specialized services.
4. Physical surroundings meeting healthful standards, as adequate lighting and ventilation.
5. Practices appropriate to cyclic needs for relaxation and activity.
6. Guidance in safe use of equipment appropriate to the age group.
7. Opportunities for and guidance in development of skills

appropriate to the age group.

3. Opportunities for and guidance in development of sound nutritional habits.

b. Social. Opportunities for and guidance in:

1. Perceiving others, both peers and adults, as human beings who share common emotional experiences.
2. Achieving a balance between dependence and autonomy; learning to accept, to give, to cooperate.
3. Gaining basic understanding of our cultural heritage.
4. Developing nuclear concepts about the present social structure and economy.
5. Recognition of human differences in terms of individual, regional, national, and international levels.

c. Emotional. Opportunities for and guidance in:

1. Development of self-acceptance.
2. Development of basic trust in interpersonal relationships.
3. Protection from situations beyond the general coping ability of the age group.
4. Development of effective patterns of mastering (comprehending and constructively responding to) everyday situations.
5. Increasing sensitivity to and discrimination of emotional responses in oneself and others, with a view to constructive behavior.

d. Intellectual. Opportunities for and guidance in:

1. Sensory discrimination.
2. Perceptual training.
3. Stimulation and satisfaction of curiosity.

4. Broadening sensory and perceptual experiences.
5. Development of communication skills.
6. Practicing application of facts for problem-solving.
7. Directing attention and other basic elements of good work-study habits.
8. Gaining pleasure from using increasing self-discipline in earning success.

The School Program for Adults - The school, as stated above, will serve as a pace-setter for the parents and other adults. It can serve indirectly in this capacity by its provision of a sound program for the children. It can further serve this purpose by providing stimulation and guidance for the parents in evaluating their own effectiveness in a specific life area and in identifying their need for greater knowledge and for development of specific skills. The school can further enhance the efforts of adults in their continued development as responsible citizens through furnishing assistance and guidance in devising means for gaining greater knowledge and skill as the parents become newly aware of a specific need. Thus, parents unaware of minimum nutritional needs of preschool-aged children and of the effects of inadequate nutrition on children's total growth and developmental patterns can be helped to become aware of their need; they can be assisted in availing themselves of existing services and of means of stimulating the provision of new services.

The primary channels of communication between the adults of the community and the Early Childhood Education Program will be the center teachers and teacher aides, the program nurse, and the school-community coordinators. The teachers and nurse will, by nature of their function,

have contact most often with parents of children in the centers. The teacher aides and the school-community coordinators will have access to the broader community via formal and informal channels.

The total program for adults in the community shares with other aspects of the program the common goal of developing the capacity of the individual to act responsibly in his assumption of his various adult roles.

Community Involvement - Already individuals of social conscience and special abilities have offered their time and services to the planning and implementation of the Early Childhood Education Program. As the professional, nonprofessional, and volunteer staff serve as a nucleus of activity and interpretation, it is anticipated that additional interest and volunteer service will be stimulated. As these individuals, singly and in groups, provide needed skills and service for disadvantaged children and adults, they will find a kind of deep personal satisfaction seldom available in our highly specialized society.

The Means

The core of the Early Childhood Education Program, as implied by the name, consists of providing educational experiences for the four year olds. This program is conceived in the framework of the present knowledge of expected functioning at this age level; in recognition that the children enrolled in the centers do not function consistently at age level and that the specific activities are necessarily planned and executed in relation to the present functioning level; and in recognition that this educational experience will serve to help the child's preparation and readiness for the junior primary program of the public schools and ultimately for each successive stage of life.

The specific areas, with a summary of existing and planned activities include:

a. Physical

Arrangements have been made for the physicians on the public school staff to examine each child. The teacher conducts a daily health inspection, and the program nurse is available for evaluation of injuries and for consultation regarding continuing care.

A tentative program has been arranged through the cooperation of the Department of Pediatrics at the Medical College of Virginia for treatment in cases of special health problems. The implementation of this arrangement involves assistance from the program nurse and from the school-community coordination component.

The physical properties of the centers meet the standards of the Richmond Public Schools. The regular school system practices regarding safety and health are being extended to the children in the Early Childhood Education Program.

The teachers plan their daily schedules in consideration of the children's needs for alternation in large muscle activity, quiescent activity, and relaxation. They provide guidance in safe behavior and the development of skills, both through example and through verbal communication.

The teachers, teacher aides, nurse, and cafeteria managers cooperate in provision of nourishing food, some of which is new to the children; and in relating eating habits to bodily function.

b. Social

The program is planned to increase the children's awareness

of their social relations and to increase their skills in functioning as contributing members of a group. Thus, opportunities present themselves during free play, for example, for the teacher or teacher aide to point out that a child is having the same experience another child had at an earlier hour. Both verbal and behavioral direction of attention to patterns of interaction and of the actual patterns of interaction are incorporated into the program.

The use of stories, pictures, dramatic productions in which the children participate and those which they observe, musical activities, and discussion are included in the program with a view to broadening the children's awareness of the differences and commonalities found in groups.

c. Emotional

In this area, too, both verbal and nonverbal avenues are used in communicating to the children the adults' value of them as individuals, the adults' consistency and dependability in interpersonal relations, their protective function, their constructive methods of responding to everyday life, and their sensitivity to the needs of the children. The adults' effectiveness as persons oriented to activation of constructive behavioral patterns will serve as a standard toward which the children can strive and from which they can learn.

People, and especially young children, do not engage in day to day contact without emotional experiences. Thus, opportunities for the teachers and aides to demonstrate their orientation toward constructive behavior are numerous. These spontaneous

opportunities are to be supplemented, as the need arises, with planned activities (as stories, dramatic play, songs, and discussion) focused at a specific area requiring further attention and guidance. For example, recurring references to skin color can serve as an impetus for a careful, ongoing examination of the details of human likenesses and differences, the physiological bases of these factors, and the lack of inherent meaning in these variations. This orientation is further challenged as the teachers and aides continue their informal contacts with parents and other adults of the community.

The teachers, in cooperation with the school-community coordinators and with the staff of the adult education program, can assist the parents and other adults in evaluating emotional needs and in means of constructively responding to these needs with the goal of increasing the adults' understanding of the competence in their respective parental roles.

d. Intellectual

This area contains facets of sensory experience, interpretation, and adaptation of the individual and/or of the environment. Because children at the four year level are undergoing rapid changes in ability to be aware of and to respond to themselves and others, they are undergoing concomitant rapid changes in the ability to grasp information, to perceive relationships, and to form lasting habits of effective means of solving problems.

Broadening the experiences of the children in the centers is, then, an inherent part of the program. Introduction of new materials and ideas from all areas of life, whether in the form

of talking about the "red stuff" that oozes from a cut or of examining a reproduction of a Botticelli painting on display at Christmas time, serves to make available to the children the accumulated knowledge of our culture. Similarly, their gaining greater proficiency in the use of noncolloquial language provides them with the basic symbolic tools of communication and problem-solving.

There is provision of play materials and activities which stimulate opportunities for becoming familiar with number concepts and for categorization by use of abstractions (as by color). The teacher creates many situations requiring judgment by use of basic facts of a specific type, as of numbers or colors; and she further helps the children become aware of some aspects of her use of these concepts in an effective adult life. Withal, the teacher and aides have many opportunities - both spontaneous and planned - for sharing with the children the need for self-discipline in approaching a task, the joy of successful achievement, and the continuing excitement accompanying exploration of the unknown. In these ways, the children move not only toward total readiness for successful entrance to the public school junior primary program, but also toward the development of personal commitment to and life-long striving toward full utilization of their abilities.

EVALUATION PROGRAM

From the foregoing description of the Early Childhood Education Program with its rationale, it is apparent that certain areas need clarification. One of the most pressing needs is objective information regarding specific characteristics of the persons with whom this program is concerned. Another is specific information regarding the ultimate behavioral goals of the program's staff and of the parents involved in the program. Knowledge of these goals is essential if in-service training of the staff and if cooperation of staff and parents are to be meaningful and fruitful.

In order to gain objective information about the present characteristics of the persons with whom the Early Childhood Education Program is concerned, the following areas of behavior have been selected for measurement during the current semester:

1. Children. Those in Early Childhood Education centers and a sample of those not in Early Childhood Education centers:
 - a. Language
 - b. Motor: Gross and fine
 - c. Adaptive
 - d. Personal-social
2. Parents.
 - a. Reading level
 - b. Expectations regarding areas of child behavior enumerated above
 - c. Standards of adult behavior serving as goals for the children

3. Teachers.

- a. Expectations regarding areas of child behavior enumerated above
- b. Standards of adult behavior serving as goals for the children

4. Teacher aides.

- a. Academic functioning level
- b. Expectations regarding areas of child behavior enumerated above
- c. Standards of adult behavior serving as goals for the children

5. Teaching materials.

- a. Relative contribution of varying instructional materials

The measurements are to be made by use of instruments of demonstrated construct validity. The nature of these instruments and the nature of the majority of persons to whom they are to be administered (viz. pre-school children and their educationally disadvantaged parents) require that the measurements be obtained primarily in individual sessions by a person of special training, using certain instruments not currently on hand in the Richmond Public Schools. Further, because analysis is an integral part of any evaluation procedure, clerical assistance will be needed. Also, in order to ascertain the relative value of certain currently available instructional techniques and materials, the necessary equipment and supplies must be provided. Thus, the elements necessary but not now available for implementation of this program are:

- 1. Psychometric service from persons with a minimum of one year of graduate work in psychology. In view of the types of graduate

training available in the Richmond area, a second-year graduate student can perform this service following in-service training by and continuing supervision by the psychologist with the Early Childhood Education Program.

2. Measuring instruments to be obtained by special order.
3. Stenographic or clerical service under the supervision of the psychologist with the Early Childhood Education Program.
4. Instructional materials specific for a preschool program.

For the spring semester, there are planned measurements of the children's functioning and the teacher aides' behavior following their various experiences in the Early Childhood centers. Also, there is planned a re-evaluation of the functioning of children of comparable characteristics with the one exception that they have had no preschool experiences under the supervision of a teacher trained in early childhood education. Thus, there will be:

1. Comparison of Early Childhood Education children's functioning at the beginning of and at the end of the Early Childhood Education center experience.
2. Comparison between non-Early Childhood Education children's functioning in the fall and their functioning after a comparable period of time.
3. Comparison of groups of Early Childhood Education children's functioning following differing types of instructional experiences.
4. Comparison of Early Childhood Education children's functioning with non-Early Childhood Education children's functioning before entrance to the junior primary program.

5. Comparison of teachers' ultimate behavioral goals with parents' ultimate behavioral goals and each of these with teacher aides' ultimate behavioral goals.
6. Comparison of teachers' behavioral expectations at age four with parents' behavioral expectations at age four, and each of these with teacher aides' behavioral expectations at age four.
7. Comparison of teacher aides' behavior in the fall with their behavior after participation in the Early Childhood Education Program.

THE FUTURE

The positive response of parents of four year old children in the target areas suggests an awareness of the anticipated benefits of a program of the type offered by the Early Childhood Education centers. The requests received for programs offered by trained teachers, as these requests have been received from many parents in and outside the target areas but parents whose income exceeds the limits set for admission to the program, suggest growing public concern for planned programs for preschool-aged children. The Richmond Public Schools, by virtue of its having a position of trust and competence in the minds of the community and by virtue of its pre-existing organization for the express purpose of providing high quality educational experiences for the children of the community, will undoubtedly receive encouragement in expanding the current Early Childhood Education Program. The schools' commitment to the provision of high quality educational experiences to all children will impel its assumption of responsibility for an expanding program for preschool-aged children.

The positive response of the institutions of higher learning in the Richmond area suggests increasing requests for opportunities for the students of these institutions to learn from and participate in the educational practices of the Early Childhood centers. Because the Richmond Public Schools' incorporation of such a program is unique within the Commonwealth, colleges and universities from a larger geographic area may be prompted to request collaboration in providing practicum experiences to its students in courses of study in psychology and education.

As the in-service training program for teachers progresses, the quality of experiences provided by these teachers will rise. As the

quality of experiences increases, the teachers can find greater personal satisfaction in their work and they can become further stimulated to raise their own level of professional development, with further benefits accruing to the children and to the Richmond Public Schools. This continuing improvement can serve as a stimulus to and an example for others providing public and private preschool experiences to children from the entire range of socio-economic backgrounds, with varying implications regarding degree of cultural and educational advantage.

In similar manner, the anticipated increase in functioning level of the children in the Early Childhood Education centers can serve concurrently as proof of and added stimulus to the parents' and teacher aides' availing themselves of existing and newly developed opportunities for increasing their competence in their various adult roles.

The Richmond Public Schools' unique position of providing educational experiences for preschool-aged children and of committing itself to a program of ongoing evaluation suggests, also, the possibility that sponsors of research projects will request opportunity for collaboration. Careful consideration of the value of experimentation with instructional materials and methods is due scientists whose efforts can contribute to the delineation of means for providing even higher quality educational experiences for preschool-aged children. Such experimentation will contribute to the general body of knowledge about preschool-aged children and the most efficacious educational experiences for them. It will not only benefit children in the Early Childhood Education Program of Richmond, but it will also ultimately benefit children throughout the nation.

SCHOOL-COMMUNITY COORDINATION - COMPONENT IV

A child learns in a school within a cultural setting and a social environment. Often, family or community factors will almost completely nullify an attempt to upgrade the educational skills and achievement of youths in schools in low income areas.

School problems cannot be solved merely by high salaries, more teacher experience, more books, larger schools, smaller classes, new buildings, or moving slum schools to suburban locations. New and different approaches and methods will be required, including large scale team approaches to reach the home environment and parents as well as the schools and children. Particularly, much more needs to be known about how families, neighborhoods, children, schools, and careers interact.

To gain knowledge and to work to develop a community centered school, the school-community coordinator is a necessary adjunct to the school staff. Ideally, there should be one coordinator assigned to each school so that the coordinator might thoroughly evaluate the needs of the community and the school and might work to help stimulate fulfillment of these needs. However, in the program at the present time, there are ten school-community coordinators assigned to sixteen target area schools. The coordinator has background in social work and/or guidance and has experience working in the field of community organization. He is aware of the developmental pattern of children, interaction in families, the unmet needs in the community surrounding his assigned school, and is eager to provide machinery for communication

between adults in the community and the schools. He is, in essence, the liaison person between home, community, and school.

It is proposed that the School-Community Coordination Program concentrate its efforts in the field of mental health, becoming involved not only in improvement of mental health through direct counseling and interpretation, but in the stimulation of club groups concerned with mental health. There is also to be activity in the community to coordinate efforts to expand mental health facilities for diagnosis and treatment.

Our future plans are all oriented to our focus on mental health in the target areas.

A. In working with children, plans are:

1. To stimulate referrals by interpretation to teachers and principals of children's needs and ways of meeting them.
2. To be the professionals through which diagnostic services are made available to children.
3. To aid in the diagnostic process by providing social and psychological information and by coordinating information from other disciplines that may be available (e.g. medicine, neurology, etc.)
4. To interpret findings to parents, to teachers and, where appropriate, to community agencies, and to serve as an impetus to develop a treatment plan for the child.
5. To make appropriate referrals to Pupil Personnel Services and existing community agencies where necessary.

B. In working with families, plans are:

1. To obtain social histories of the child and the family to aid in diagnosis, and to assist in the formulation of a treatment plan.

2. To interpret the needs of the child to the family.
3. To consult with families about their interests in adult education.
4. To contact families to stimulate parent involvement in enrichment programs.
5. To stimulate leadership from parent groups.
6. To participate in educational programs (e.g. lectures, workshops, panel discussions) geared towards better understanding of children's needs and parental role.

C. In working with schools, plans are:

1. To stimulate the formation of a Coordination Committee in each school to consist of the following:
 - (1) Two parent representatives chosen by P.T.A.
 - (2) Two teacher representatives chosen by faculty and principal
 - (3) Two community representatives chosen by school-community coordinator in consultation with P.T.A. and principal
 - (4) Guidance counselor and/or visiting teacher
 - (5) Principal or assistant principal as ex-officio member
2. To provide for a meeting of the Coordination Committee to be held once a month to discuss ongoing needs, problems, and approaches to solve these problems and to provide for a continuous evaluation of the School-Community Coordination Program.
3. To interpret to the principal and/or individual teacher the ways in which the program can enhance their objective of helping children use to the fullest their potential to participate in the learning process.
4. To be available, when requested, to participate in faculty meetings or institutes, or as consultant in the development of

programs to more adequately meet children's needs.

5. To consult with schools on the development of fundamental education programs for patrons, extended day programs, parent involvement.
6. To serve as consultants in the development of enrichment programs in the school curriculum to compensate for "cultural deprivation."
7. To cooperate with and coordinate already established Visiting Teacher and Guidance programs in the Community Action Program schools. The school-community coordinator will refer a child to the Attendance and Guidance Departments for psychological testing, curriculum planning, problems of an attendance nature, those that might involve court action, and where the resources of these programs would contribute to treatment plans for the child.

D. In working with the community, plans are:

1. To interpret to community agencies the role of the school-community coordinator.
2. To participate in community organizations as speakers, panel leaders, catalysts for social action.
3. To stimulate development of community resources and ways of meeting neighborhood mental health needs.
4. To serve as catalysts for the emergence of leadership in target areas by working with churches, settlement houses, labor groups, political action groups.
5. To work with existing target area agencies (e.g. Educational Therapy Center) and broad community groups concerned with mental health (e.g. American Psychological Association, Mental Health Association, National Association of Social Workers, etc.) in

order to develop expanded facilities for diagnosis and treatment of mental problems of youth in the community.

E. Extended Day Programs:

The school-community coordinator is to work with the Coordination Committee described above to develop, plan, and set up Extended Day Programs for children and patrons.

1. Extended Day Programs for Children:

- a. Day care so as to release mother to obtain employment
- b. Cultural enrichment
- c. Recreational outlets
- d. Tutorial services
- e. Supervision of homework
- f. Observation and identification of physical and mental health problems of children who may then receive the services of the school-community coordinator
- g. Enhancement of the self-image of the child by classes geared to grooming, hygiene, homemaking, etc.
- h. Group counseling regarding vocational planning for secondary school child

2. Fundamental Education for Patrons:

The school-community coordinator is to work with the Coordination Committee to develop plans for fundamental education for patrons.

- a. Vocational
- b. Grooming--personal and home
- c. Formulation of values
- d. Remedial education
- e. Cultural enrichment

F. Experimental Program Within Extended Day Programs:

It is recognized that there is much value in intervention at crisis periods in a child's life in order to prevent mental health problems. These crises occur at the time of entrance into school, entrance into prepubescence, and entrance into adolescence. It would be of great importance to establish pilot experimental extended day programs in order to study how our schools can be helpful in these times of crisis.

I. Overview of Experimental Mental Health Project

There are anticipated normal critical periods in the development of all children. These crises occur at the time of entrance into school, entrance into prepubescence, and entrance into adolescence. The effect of these normal crises is dramatically increased when the child is part of a "disadvantaged" segment of the community.

A study made by the Cornell University Department of Psychiatry in the 1950's resulted in a listing of stress factors that might be related to an individual's mental health risk. In childhood, these were poor mental health on the part of the parents, poor physical health for the parents, economic deprivation, broken homes, a negative attitude on the part of the child toward his parents, a quarrelsome home, and sharp disagreements with parents during adolescence. These stress factors, operating in the lives of children of a low socio-economic background, are compounded when the child is a Negro. The child, in addition to having normal crisis periods made more difficult because of the stresses inherent in a low socio-economic background, must also cope with the sometimes overwhelming problem of being a highly visible Negro in a white world.

Inasmuch as our focus in the School-Community Coordination

Program is in the area of mental health, experimental programs are to be established in selected schools to determine if intervention during crisis periods of a child's life can result in discernible results in the child's adjustment to his peers, to authority, and to his receptiveness to the educative process in the classroom.

It would be desirable to establish on an experimental basis a "human relations oriented" approach to teaching in the classroom rather than a "curriculum oriented" approach, where empathetic, flexible teachers could plan teaching of subject matter on an individual basis geared to the student's needs. Since this is not feasible at this time, it will be of great importance to establish experimental extended day programs in order to study how our schools can be helpful in crisis periods.

II. Hypotheses Inherent in Experimental Program

- a. That it is possible to enhance mental health by utilizing available skills and services in the community in a carefully designed program involving school children and their parents.
- b. That specific exposures and experiences can contribute to developing personality strength.
- c. That it is possible to detect potentially emotionally disturbed children by careful screening and diagnostic techniques.
- d. That as a result of interaction between two peer groups from divergent backgrounds, both groups will gain knowledge of attitudes towards self and towards other segments of the community and, thus, will enhance mental health.
- e. That as a result of intervention during crisis periods and of mental health enhancement, improvement in classroom behavior

and in classroom achievement will be evident.

III. Purposes and Objectives of Experimental Program

- a. To identify unmet emotional needs in children and to fulfill these needs either through existing programs or by development of new programs.
- b. To determine physical health needs of the children involved in this experiment and to fulfill these needs.
- c. To prepare these children to become a part of the mainstream of American culture by exposing them to the values and the behavior patterns of the larger society.
- d. To provide opportunities for research in a controlled setting that will lead to identification of mental health needs and ways of meeting them.

IV. Structure of Experimental Program

This program is to be identified in the selected schools as the "B.Y.H." Program, i.e. "Broaden Your Horizons."

- a. There are to be two pilot extended day classes in each of the following six schools, consisting of ten students in each group chosen on a random sample basis from the children in the particular grade level:

1. Fairfield Court	Junior Primary 1
2. Chimborazo	Junior Primary 1
3. Bellevue	Sixth Grade
4. West End	Sixth Grade
5. Mosby Junior High	Ninth Grade
6. Booker T. Washington	Ninth Grade

- b. Within each group there will be the following activities:

1. Intensive evaluation and diagnostic work-up of each child and family including physical examination, psychological testing, evaluation of school performance to date, full scale social study.
2. This evaluation and diagnostic work-up will lead to individual planning for each child.
3. Direct individual and/or group counseling where indicated and special education concerned with cultural, personal, and social enrichment.
4. Special recreational opportunities will be provided for the experimental classes including trips, sports activities (participant and spectator) etc.
5. Students in the sixth and ninth grade B.Y.H. classes will participate in working with the Junior Primary 1 groups, participating in experimental learning of human behavior and child development. These experiences will be discussed and evaluated within their groups with the stimulation and consultation of psychologists or guidance counselors.
6. Parents of children included in one B.Y.H. group in a school will be asked to attend one weekly two hour meeting to participate in a group family life education program.
7. Parents of children included in the other B.Y.H. group in an individual school will not be worked with.

c. Personnel to be Used in B.Y.H. Program

1. In the diagnostic work-up of each child and family, graduate students from the School of Social Work of Richmond Professional Institute will participate with the school-community

coordinators to obtain information necessary to identify the participants in the B.Y.H. Program.

2. Psychological tests and psychological consultations will be supervised by members of the staff of Psychological Services in the Richmond Public Schools.
3. There are projected plans to enlist the services of teachers-in-training at R.P.I., School of Education, Virginia Union, and Virginia State to work with B.Y.H. groups in the areas of cultural enrichment.
4. Volunteer college students, recruited and trained by the Virginia Council on Human Relations will work with B.Y.H. participants to help establish meaningful relationships between older students and younger ones, and to provide images with which the younger student can identify.
5. Staff members of the Family and Children's Services will work with groups of B.Y.H. parents in the area of family life education.
6. Professional staff connected with the Educational Therapy Center have expressed interest in screening potentially emotionally disturbed children in B.Y.H. groups.
7. It is planned to request consultation with the Richmond Area Mental Health Association, which has expressed interest in the experimental project.

d. Programing for B.Y.H. Children and Parents

1. Extensive orientation will be done by the school-community coordinator with faculty members, principals, and parents of children selected on a random sample basis.

2. B.Y.H. classes will meet in designated schools with programs varying, according to individual and group needs.
3. Each week there will be a two hour meeting with B.Y.H. parents with a staff member of Family and Children Services working with the school-community coordinator in planning content and approach.
4. Mrs. Betty Ware and Mr. Spingarn Brinkley will take overall responsibility for implementing and coordinating the B.Y.H. classes.

e. Interaction with Other Groups

1. There will be established in nontarget area schools comparable B.Y.H. groups which can meet with the experimental groups in order to contribute to the mental health of both groups.
2. These nontarget area schools will be Armstrong, Thomas Jefferson, and John Marshall.
3. Some efforts will be made to stimulate the information of B.Y.H. groups on college campuses in the community so that these groups might meet with high school and experimental B.Y.H. groups.

f. Pertinent Information to be Obtained about B.Y.H. Participants

1. Face sheets will be prepared so that uniform information can be obtained about children and parents included in the B.Y.H. Program.
2. These face sheets will be compared to similar information related to the control group.

V. Control Group

1. A control group in each grade level will be selected on a random sample basis.

2. Information on this control group will be obtained from cumulative records in the schools.
3. These control groups will not participate in the B.Y.H. Program.
4. It is expected that graduate students in psychology will do this compilation as their research project required for their graduate degree.
5. Comparison will be made between the control group, the B.Y.H. group with parent participation, and the B.Y.H. group without parent participation.

VI. Projected Plans for Evaluation of B.Y.H. Program

1. Beginning levels of achievement and identified problems of B.Y.H. participants will be compared with information obtained about the control groups and the B.Y.H. group without parent participation.
2. At the end of the school year, individual evaluation of each child participating in the B.Y.H. Program will be made to include reports of personnel participating in the program. After three years there will be a retesting of the child, and follow-up studies will be done at the end of five years for the oldest group, seven years for the Sixth Grade group, and ten years for the primary group.

VII. The experimental mental health project will begin in two schools, Chimborazo and Mosby, and will be expanded to the other schools after evaluation of the project in these two schools. The projected date for expansion of this program is February 1, 1966.

VIII. Adult Family Life Education Work
With Parents of Participants in B.Y.H.

A. Assumptions

1. Families residing in disadvantaged areas want a better life but are handicapped due to the combined stresses of cultural isolation, low income, loss of communication with the total community, and lack of knowledge of community resources.
2. Children of such families do not perform to their capacity in school and/or utilize their fullest potential because of the nature of family mental health.
3. Crisis intervention in the form of a group educational experience directed toward family life and knowledge of child development should enable parents to grow in awareness of the needs of their children and themselves, so as to facilitate healthy family interaction.
4. Simultaneous coordination of educational groups and extended day programs for B.Y.H. parents and children should enhance participants' mental health within the home and community.

B. Purposes and Objectives

1. To discern the problems of parents about the needs of the child and their concerns about child rearing, so that areas of conflict may be modified through the group process and discussion conducted by a knowledgeable person.
2. To identify conflicts in the family process and enhance family functioning with the aid of appropriate techniques.
3. To educate parents to existing community resources and their services.

4. To strengthen participants' adequacy as parents and citizens in order that they might become more productive persons in their homes, the confines of their environment and in the total community.
5. To stimulate sufficient interest so that the group might become a self-perpetuating body, without the need for a leader from outside the group, meeting beyond the designated time determined at the beginning.

C. Group Structure

1. Group Participants

- a. The goal is twenty parents per group; however, individual groups can function adequately with ten or more persons.
- b. Groups will be composed of both parents where possible.
- c. Groups will meet once a week for one-and-one-half hours (at participants' convenience) for nine to twelve weeks at assigned places.

2. Roles of School-Community Coordinator

- a. Solicit parent interest in group and promote understanding of purpose and function of group through realistic interpretation of aforementioned purposes and objectives.
- b. Assist participants in planning their time so they may attend sessions regularly.
- c. Serve as liaison between the group process and individual members. Group involvement is educational and guidance; thus, participants should be helped to feel comfortable.
- d. Orient school faculty and administration to the aims and goals of family life education group to create a smooth

community-school-participant relationship.

3. Role of Group Leader

- a. The group will be conducted in three phases - three-four weeks each.

(1) Phase One (Relationship)

The group sessions begin with participants and leader getting acquainted and discovering areas of common concern. This is done through encouraging ventilation of immediate experiences members are encountering with their children, as well as with aspects of their environment that are impinging on their family life. Validation of concerns, frustrations, and ideas not only points to the legitimacy of their feelings, but also opens the possibility that something can be done to change existing situations.

The leader, in a professional way, helps the group to identify family and environmental problems in more orderly fashion, and perceive in new perspective what their limitations are and how they might be strengthened.

(2) Phase Two (Education)

Appropriate outside discussion leaders (child psychologist, community resource person, civic leader, etc.) will meet with the group to discuss problem areas identified by the group in Phase One. In addition, visits to selected areas of the city might be undertaken if sufficient interest and readiness are shown.

(3) Phase Three (Modification)

Through a collaborative exchange, the leader then helps

the group to become aware of specific factors contributing to family and environmental problems. The leader helps, similarly, to examine the relative effectiveness or ineffectiveness of their responses and efforts to cope with these problems. This group interaction should help group members to identify and assess family strengths, community needs and resources, and channels of communication which exist to implement the required changes. This phase of the group stimulates interest and motivation and builds upon the self-esteem of participants because they contribute to their welfare by working through their own problems. Each group member uses his knowledge, intelligence, and skill in more constructive ways than at the outset of the group because of the group experience. Through this process, each group member develops an expanded and refined perception for his own family and the total environment.

- b. The group leader will serve as recorder and observer to gather necessary research information and assess participants' need to make use of community resources.

Referrals of Individual Children to Coordinators

The school-community coordinator receives referrals from teachers and/or principals when children show problems in adjustment in a school situation. The coordinator does not function exactly as a school social worker but has different responsibilities. The distinction between a school-community coordinator and a school social worker are delineated in the following description of both:

SCHOOL SOCIAL WORKER

- *1. Receives referrals from teachers and/or principals concerning the individual child who is demonstrating difficulties in adjustment to the classroom situation.
- *2. Contributes to the diagnostic process by providing social histories, coordinating available information from other disciplines.
- *3. Serves as an impetus to develop treatment plan for child by involving parents, school and, where appropriate, community agencies.
- +4. Participates in ongoing therapy with child and/or family.

SCHOOL-COMMUNITY COORDINATOR

- *1. Receives individual referrals.
- *2. Contributes to diagnostic process.
- *3. Involved in development of treatment plan for child.
- +4. Refers child and/or family to community agency for ongoing therapy.

SCHOOL SOCIAL WORKER

- +5. Interprets the child and the home to the school and the structure of the school to the parents on an individual basis, and where the child is demonstratably not functioning well in his adjustment to the school situation.
- +6. Does not traditionally work in group situations.
- +7. Does not traditionally work in group situations.
- +8. Does not traditionally work in group situations.

SCHOOL-COMMUNITY COORDINATOR

- +5. Individual interpretation of child, home, school where indicated.
- +6. Participates in stimulation of parent involvement groups geared to prevention of problems of adjustment - i.e. ongoing study groups in the area of child development, parent-child relationship, etc.
- +7. Stimulates development of community resources to fill unmet needs of children and families.
- +8. Serves as source of knowledge and as impetus to help members of communities find methods to improve conditions in community.

SCHOOL SOCIAL WORKER

+9. Does not traditionally work in group situations.

+10. Does not traditionally work in group situations.

SCHOOL-COMMUNITY COORDINATOR

+9. Helps find and develop indigenous leadership in community.

+10. Stimulates, helps plan, extended day programs in schools for children and adults.

* Similarities

+ Differences

In order to better serve the needs of children, the Department of Human Development Programs expressed willingness that a unit of graduate social work students from the Richmond Professional Institute be permitted to function within the program. Five students and a supervisor were assigned by the graduate social work school, with the supervisor receiving remuneration from Richmond Professional Institute. A letter outlining the relationship of this student unit to the Department of Human Development Programs is attached. (See Appendix III-A)

Each principal of a Community Action Program school has been informed of the social work unit, and a visit was made to the school to outline and interpret the role of the social work student. (See Appendix III-B)

It has been carefully described how the social work unit is functioning with the School-Community Coordination Program and in the target area schools. (See Appendix III-C)

The inclusion of the social work unit in the program results in professional stimulation for the school-community coordinator and in the possibility of filling more fully the needs of students and families in target areas.

Extended Day Programs Including Tutorial Program

Overview of Extended Day Programs

To date, Extended Day Programs have been approved for sixteen target area schools. These programs vary in scope, in emphasis, in number of remunerated personnel, and in the times and the days the programs are operable. The programs share the common orientation that they are to provide children with enrichment experiences to help overcome some of the deficiencies produced by limited home and community environment.

Procedures for Establishment of Extended Day Programs

In each school, Coordination Committees have been formed consisting of representatives from the P.T.A., from the community, from the faculty, and including the principal of the school and the school-community coordinator assigned to that school. One function of the Coordination Committee is to plan and to develop extended day programs for the school. After a proposal for an Extended Day Program has been approved by the Coordination Committee and the principal, it is submitted for administrative approval. By this process, approval is obtained for both program and for the use of added custodial services in the school necessitated by extending the school day.

Personnel Used in Extended Day

Personnel are recommended by the principal and the school-community coordinator. In addition to remunerated personnel, there is

much involvement of volunteer personnel, professional and nonprofessional.

Each school has designated one staff member as the "supervisor of Extended Day Programs" in that school. This individual is responsible for the operation of the Extended Day Program and informs the school-community coordinator in the school of progress, problems, and needs of the program. The school-community coordinator cooperates with the supervisor of the Extended Day Program in individual schools to obtain volunteers from the community to work in the Extended Day Program.

For Individual Extended Day Programs See Appendix III-D

Tutorial Program

As part of the Extended Day Programs in the target area schools, there are now Tutorial Programs being conducted. These Tutorial Programs are sponsored jointly by the Richmond Area Tutorials and the Department of Human Development Programs. Supervision and administration of these programs is by Richmond Public Schools' personnel, with cooperation of personnel from Richmond Area Tutorials.

Initial Planning

Two orientation sessions were held prior to the beginning date, and evaluation and supervisory meetings will be continued throughout the school year.

The Tutorial Program is staffed by volunteer personnel from Richmond colleges and universities, recruited by the Richmond Area Tutorials. These volunteer tutors are working in a one to three relationship with one tutor getting to know and trying to fill the needs of three students selected by school personnel to participate in this program.

The goal of the tutorial is to try to strengthen the child's attitude toward himself--his self-image, and improve his motivation for attending and doing well in school. At the same time, the tutorial aims at helping the child with scholastic problems so that he can do well in school.

This is an excerpt from the tutor kit which was distributed to each tutor, to each supervisor of extended day classes in an individual school, and to each principal of C.A.P. schools. (See Appendix III-E)

It is expected that as Extended Day Programs are expanded to the other target area schools, the Tutorial Program will also be expanded. Tutors were assigned to schools on the basis of the days available for the tutors and for housing in the schools where Extended Day Programs were in progress.

"Library in Every Home" Project

Philosophy Behind Library Project

This philosophy is clearly and excellently stated as follows:

We believe that a person who is to be sufficiently able to function in a community where he lives must be able to see himself in relation to other people who live both in his immediate and remote communities. Physical mobility, from one city to another or from one country to another, is not easy for many individuals, and especially is this true for people who are classified as disadvantaged on our socio-economic scale. Consequently, it becomes necessary to provide opportunities for such people whereby they can understand their existence and their aspirations about the world in which they live. This must be done even if only by vicarious means.

We propose to extend to people in our target areas an opportunity whereby they can become more aware of their existence and their relationship to their environment through extensive reading and discussions in small groups.

Our first objective, then, is to encourage the possession and use of books, magazines, and newspapers.

Development of Project

During the summer school program of 1965, an initial attempt was made to obtain books to be distributed to families living in

one of the areas. Books were obtained and distributed, but it was realized that a better plan should be devised in order to encourage children and adults to read. Accordingly, when a young Head Start volunteer suggested a project to obtain and to sell books at a nominal cost, this suggestion was accepted.

Conferences were held with the supervisor of the Art Department, the supervisor of Curriculum Materials Center, the supervisor of Remedial Reading, the director of the Department of Human Development Programs, a coordinator-at-large, and the supervisor of School-Community Coordination. These conferences were planned to explore the possibilities of cooperation among these consultants and the Department of Human Development Programs in publicizing and implementing the "Library in Every Home" Project. It was agreed that the Art Department would provide posters to be used in the schools and in the community, the Library Department would provide guidance in the area of classification and grouping of books received, and that the Remedial Reading Component and the School-Community Coordination Component would actively participate in disseminating information about this project.

Procedures Involved in Project

Each Community Action Program principal designated one person in his individual school to be responsible to receive and sell the books distributed by the Department of Human Development Programs. After classification of donated books, a cross section of the types of books available was sent to each Community Action Program school. Posters were distributed to the schools and placed in store windows, civic centers, and churches to publicize the idea of "A Library in Every Home - Start with a Dictionary," which became the operational slogan.

In order to facilitate collection of books, the cooperation of the fire department was solicited and received.

On the initial date for a massive campaign to inform the public of this library project, newspaper and radio releases were distributed to start the ongoing program for receiving donated books to be sent to the schools for sale at a nominal amount. The funds obtained from these sales would be used as part of the Student Activities Fund in the individual school.

It is anticipated that this project will be a permanent endeavor of the Richmond Public Schools in order to emphasize the desirability of reading and of buying and having books in one's own home. Patrons will be encouraged to provide space for simple book shelves (e.g. orange crates, wood planks supported by bricks) and to provide an area in their homes where their children might read.

Role of Aides in School-Community Coordination Program

There are twenty aides assigned to this program to assist ten school-community coordinators. The experience of working with the aides, observing their growth and development, and realizing the invaluable contribution they make to School-Community Coordination can be one of the more gratifying parts of a program.

After an initial orientation program for the aides, they were assigned to assist school-community coordinators in working together in the schools in the target areas.

Inasmuch as the aides are from the socio-economic group with which the school phase of the Community Action Program is concerned, they prove extremely helpful in interpreting the needs of the community, in serving as initial liaison persons to the community, and in providing

the nucleus of an ever-proliferating indigenous leadership in the community.

They perform clerical duties, serve as sitters for children during home or office conferences between the coordinator and the parent, supervise children while parents are involved in adult programs, and satisfy the myriad changing needs of the school-community coordinators for an extra pair of hands or feet.

Of the twenty aides in Component IV, ten have returned to school to take night courses in order to complete requirements for high school graduation or to develop skills germane to their job, i.e. typing and fundamental education. This is evidence of the personal growth and development of the aides.

This growth has also been dramatically indicated by the aides' participation in the three-week seminar held in August, 1965. The aides attended all the professional meetings and contributed greatly to the discussion of speeches given by skilled consultants.

In order to fulfill our obligations to the philosophy behind the entire school phase of the Community Action Program, we must continue to give the aides the opportunity to learn, to develop creativity, and to become the leaders so desperately needed in disadvantaged areas.

Summary and Evaluation

The School-Community Coordination Program is of inestimable value in enlisting the cooperation and participation of many community agencies in projects geared to helping the disadvantaged help themselves. Social agencies are helpful in the area of accepting referrals of individual children and families and offer a wide variety of community agencies stimulated in their commitment to community action. Indigenous leadership is emerging from the target areas, and volunteers from more advantaged areas participate in Community Action Programs. The various departments in the Richmond Public Schools and the colleges and universities in our city are cooperating and contributing ideas and personnel to our program.

A P P E N D I X I

EXHIBIT A

READING CONSULTING TEACHERS TEAM ORGANIZATION

TEAM I

SCHOOL	BACON	FAIRMOUNT
MORNING	<u>Mrs. Daphne Quarles</u>	<u>Mrs. Altia Picott</u>
AFTERNOON	Mrs. Willianna Cole	Mrs. Altia Picott
AIDE	Mrs. Maggie Morris	Mrs. Josephine Deaton
		Mrs. Eloise Johnson

SCHOOL	MASON
MORNING	<u>Mrs. Willianna Cole</u>
AFTERNOON	Mrs. Daphne Quarles
AIDE	Mrs. Beatrice Henderson
	Mrs. Margaret McCauley

TEAM II

SCHOOL	BELLEVUE	CARVER
MORNING	<u>Mrs. Rosa Washington</u>	<u>Mrs. Sylvia Robinson</u>
AFTERNOON	Mr. Stanley Baker*	Mrs. Bernyce Williams**
AIDE	Mrs. Elizabeth Forbes	Mrs. Clara Hubbard
	Mrs. Lillian Peyton	Mrs. Rebecca Marks
SCHOOL	WEST END	RANDOLPH
MORNING	<u>Mrs. Julia Thornton</u>	<u>Mr. Stanley Baker*</u>
AFTERNOON	Mrs. Rosa Washington	Mrs. Sylvia Robinson
AIDE	Mrs. Elnora Adkins	Mrs. Dessie Bulls

*Will work with Team V

**Will work with Team VI

TEAM III

SCHOOL	FAIRFIELD COURT	WHITCOMB COURT
MORNING	<u>Mrs. L. Kay Fouts</u>	<u>Mrs. Dorothy Chambers</u>
AFTERNOON	Mrs. Dorothy Chambers	Mrs. Ruth Gayles
AIDE	Mrs. Dorothy Walker	Mrs. Lillian Stevens

SCHOOL	FULTON
MORNING	<u>Mrs. Ruth Gayles</u>
AFTERNOON	Mrs. Kay Fouts
AIDE	Mrs. Bernice Edwards

TEAM IV

SCHOOL	BOWLER	MOSBY (ELEM.)
MORNING	<u>Mrs. Pearle Williams</u>	<u>Mrs. Leola Turpin</u>
AFTERNOON	Mrs. Leola Turpin	Mrs. Joan Saroff
AIDE	Mrs. Belva Revels	Mrs. Julia Harris
SCHOOL	CHIMBORAZO	WOODVILLE
MORNING	<u>Mrs. Dorothy Dungee</u>	<u>Mrs. Joan Saroff</u>
AFTERNOON	Mrs. Pearle Williams	Mrs. Dorothy Dungee
AIDE	Mrs. Thomasine Taylor	Mrs. Alice Munn

TEAM V

JUNIOR HIGH

SCHOOL	MOSBY	GRAVES
MORNING	<u>Mrs. Gullnare Williams</u>	<u>Miss Zemoria Wood</u>
AFTERNOON	Mrs. Gullnare Williams	Miss Zemoria Wood
AIDE	Mrs. Lucille Sally	Mrs. Ruby Green

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TEAM V

SCHOOL	RANDOLPH
MORNING	<u>Mr. Stanley Baker</u>
AFTERNOON	
AIDE	Mrs. Dessie Bulls

TEAM VI

LANGUAGE

	Mrs. Bernyce Williams	Miss C. Thurman Carter
SCHOOL	CARVER	MOSBY AND BACON
	Mrs. Elayne Thompson	
SCHOOL	CHIMBORAZO AND BELLEVUE	

TEAM VII

HEALTH CONSULTANTS

Mrs. Beulah Bruce	Mrs. Margaret Epps
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EXHIBIT B

L A N G U A G E P A T T E R N S U R V E Y

Part I

1. What is your name? _____

 2. How old are you? _____
 3. How many brothers and sisters do you have? _____

 4. Where do you live? _____
 5. What things do you do with your parent(s), brothers, and sisters?

 6. What things do you like to do when you have time to be alone (by
yourself may be used)? _____

 7. What did you do last summer ("this summer" may be used in place
of "last" summer)? _____

 8. What do you like best about school? _____

 9. What things do you enjoy doing in school? _____

- Why? _____

L A N G U A G E P A T T E R N S U R V E YRECORD SHEET

Part I - Diagnosis

Name _____ Age _____ Sex _____

Date _____

Recorder _____

SPEECH DEFECTS

DIRECTIONS: Check (x) the number that best describes the child's speech. (See manual for Interpretation of Rating Scale).

	1	2	3	4	5		F	S	N
A. ARTICULATION						C. LINGUISTICS PATTERN			
STUTTERING						NICKNAMES			
CLEFT PALATE						NON-VERBAL			
HEARING LOSS						COLLOQUIALISM			
DELAYED SPEECH						INFANTILISM			
B. LINGUISTIC PATTERN						SLANG			
FLUENCY									
RESPONSIVENESS									
VERBALIZATION									

COMMENTS:

Part II - Diagnosis

Linguistic Pattern - Pictures

DIRECTIONS: Check (x) the block representing the number that best describes the student's responses.

	1	2	3	4	5
FLUENCY					
INTEREST					
NON-VERBAL					
CONCRETE CONCEPTS					
ABSTRACT CONCEPTS					
SEQUENTIAL COMPREHENSION					

COMMENTS:

EXAMINER _____

Family Social History To Be Obtained From Parent(s) or Guardian(s)Occupants of Home

1. How many parents live in the home? One _____ Two _____
2. How many siblings live in the home? Boys _____ Girls _____
3. How many others (adults) live in the home? _____

Socio-Economic Status of Family

1. Are parents/guardians employed? One _____ Both _____ Neither _____
2. What job(s) are held by: Father _____ Mother _____
3. Are parents/guardians receiving public assistance? Yes _____ No _____
4. Is there any other source of income? Yes _____ No _____

Educational Status of Parents (Circle the last grade attended)Mother

Elementary - 1-2-3-4-5-6 Jr. High 7-8-9 High School 10-11-12 College 1-2-3-4

Father

Elementary - 1-2-3-4-5-6 Jr. High 7-8-9 High School 10-11-12 College 1-2-3-4

Parental Educational Attitudes

1. Do you feel that regular school attendance is important to your children?
Yes _____ No _____
2. Do you feel the school is doing a good job? Yes _____ No _____
3. Do you attend P.T.A. meetings regularly? _____ Occasionally? _____ Never? _____
4. Do you visit school on Parents' Day? Yes _____ No _____
5. On what other occasions do you visit the school? _____

Parental Interests

1. Do you have any hobbies? Name them 1. _____ 2. _____
2. Do you attend any church regularly? _____ Occasionally _____ Never _____

Parental Willingness To Participate In Program

1. Are you willing to participate in a class in speech improvement at the school?
Yes _____ No _____
2. Are you able to attend such a class at any time during the school day?
Yes _____ No _____
3. Please specify the time you will be available. One hour per week -
1 P.M.-5 P.M. _____ Mon. Tues. Wed. Thurs.
9 A.M. - 12 Noon _____ Friday

Investigator _____

EXHIBIT C

READING BEHAVIOR RECORD*

Name _____ Age _____ Grade _____ Date _____

School _____ Teacher _____

Examiner _____

I. Word Analysis

- | | | |
|---|-----|----|
| A. Knows names of letters | Yes | No |
| B. Attacks initial sounds of words | | |
| C. Can substitute initial sound | | |
| D. Can work out initial blends | | |
| E. If root word is known, can get words
formed by adding prefixes and suffixes | | |

II. Sight Words

- | | | |
|--|-----|----|
| A. Knows words in context, but misses them
in isolation | Yes | No |
| B. Knows a word one time, misses it later | | |
| C. Guesses at unknown words | | |
| D. Does not attempt unknown words | | |
| E. Frequently adds words | | |
| F. Omits words not known, reads on | | |
| G. Occasionally omits or skips words he knows | | |

III. General Reading Habits

_____ Word by word _____ Does not utilize punctuation
 _____ Poor phrasing _____ Points with finger
 _____ (Other) _____ (Other)

IV. Informal Reading Analysis

	Book	Grade Level	Approximate Number of Running Words	Number of Errors
1.				
2.				
3.				

V. Highest Level Child Can Read Successfully

	Excellent	Average	Below Average
Attitude Toward Reading			
Self-confidence			
General Background Experience			
Language Facility			
Recall or Comprehension			

*Arthur W. Heilman, Principles and Practices of Teaching Reading
 (Columbus: Charles E. Merrill Books, Inc., 1961.)

EXHIBIT D

PERSONAL ADJUSTMENT INVENTORY FOR RETARDED READERS*

Name: _____

Address: _____

Age: _____

Grade: _____

Father: Living () Deceased () Occupation: _____

Mother: Living () Deceased () Occupation: _____

	Above Average			Average			Below Average		
Feeling of security	()	()	()	()	()	()	()	()	()
Acceptance by peer group	()	()	()	()	()	()	()	()	()
Attitude toward school	()	()	()	()	()	()	()	()	()
Degree of self-confidence	()	()	()	()	()	()	()	()	()
Reaction to frustration	()	()	()	()	()	()	()	()	()
Language facility	()	()	()	()	()	()	()	()	()
Ability to follow directions	()	()	()	()	()	()	()	()	()
Independent work habits	()	()	()	()	()	()	()	()	()
Concentration span	()	()	()	()	()	()	()	()	()
Background and experiences which relate to reading	()	()	()	()	()	()	()	()	()
Parents' attitude toward child's reading	()	()	()	()	()	()	()	()	()
Parents' acceptance of child	()	()	()	()	()	()	()	()	()
Estimate of home:									
(Socio-economic status)	()	()	()	()	()	()	()	()	()
(Emotional climate)	()	()	()	()	()	()	()	()	()

Observed behavior which is related to judgments on above items:

*Arthur W. Heilman, Principles and Practices of Teaching Reading
(Columbus: Charles E. Merrill Books, Inc., 1961)

EXHIBIT E

Teacher's Guide For Remedial Reading

Name _____

School _____

DIAGNOSTIC INVENTORY OF READING SKILLS

Part I - General Data

1. Schools Attended _____
2. Birthdate _____ 3. Grade _____
4. No. of Days in Kg. _____ 5. Age at School Entrance _____
6. Attendance in School _____
7. Failures _____
8. Attitude Toward Reading _____
9. Emotional Disturbance _____
10. Home Background _____
11. Interests _____
12. School Adjustment _____
13. General Experience _____

Part II - Physical and Sensory Tests

1. Physical Examination
 - a) heart _____ b) lungs _____ c) teeth _____ d) vitamin deficiency _____
 - e) malnutrition _____ f) tonsils, adenoids _____
 - g) glandular disturbance _____
2. Visual Screening _____
3. Ophthalmologist's Report _____
4. Speech Deficiencies _____

5. Audiometer _____

6. Preferred Hand _____ 7. Preferred Eye _____

Part III - Tests

	Date	Form	Score	Date	Form	Score	Gain
1. Intelligence							
Binet	_____	_____	_____	_____	_____	_____	_____
WISC	_____	_____	_____	_____	_____	_____	_____
Wechsler-Bellevue	_____	_____	_____	_____	_____	_____	_____
2. Spelling	_____	_____	_____	_____	_____	_____	_____
3. Gray Oral	_____	_____	_____	_____	_____	_____	_____
4. Gilmore Oral	_____	_____	_____	_____	_____	_____	_____
5. Stanford Primary (1-2.5)							
Type 1	_____	_____	_____	_____	_____	_____	_____
Type 3	_____	_____	_____	_____	_____	_____	_____
Average	_____	_____	_____	_____	_____	_____	_____
6. Gates (2.5-3.5)	_____	_____	_____	_____	_____	_____	_____
7. Gates Survey							
Vocabulary	_____	_____	_____	_____	_____	_____	_____
Comprehension	_____	_____	_____	_____	_____	_____	_____
8. Botel Inventory (3-7)	_____	_____	_____	_____	_____	_____	_____

Part IV - Disability Analysis

A. Oral Reading

	Does use	Does not use	Comment
1. Word Attack	_____	_____	_____
Guessing	_____	_____	_____
Configuration	_____	_____	_____
Spelling	_____	_____	_____
Syllabication	_____	_____	_____
Context Clues	_____	_____	_____
Blending	_____	_____	_____

	Knows	Does not know	Knows partly	Notations
2. Word Analysis	_____	_____	_____	_____
Letter names	_____	_____	_____	_____
Letter sounds	_____	_____	_____	_____
Blend sounds	_____	_____	_____	_____
Prefixes	_____	_____	_____	_____
Suffixes	_____	_____	_____	_____
Central vowels	_____	_____	_____	_____
Sight vocabulary	_____	_____	_____	_____

	Does make	Does not make	Notations
3. Mechanical Errors	_____	_____	_____
Word reversal	_____	_____	_____
Letter reversal	_____	_____	_____
Letter confusions	_____	_____	_____
Word confusions	_____	_____	_____
Letter omissions	_____	_____	_____
Word substitutions	_____	_____	_____
Ignores punctuation	_____	_____	_____
Word repetition	_____	_____	_____
Word-calling	_____	_____	_____
Word omissions	_____	_____	_____

4. Eye-movement handicaps

Eye-voice span	Satisfactory_____	Unsatisfactory_____
Loses place	Often_____	Sometimes_____ Rarely_____
Finger pointing	Often_____	Sometimes_____ Rarely_____
Low oral rate	Level_____	Words per minute_____

5. Vocal handicaps

Speech defects

Sounds _____

Enunciation

Satisfactory____ Unsatisfactory____

Voice control

Satisfactory____ Unsatisfactory____

B. Silent Read

1. Rate Words per minute _____ Level _____

2. Articulation yes _____ no _____

3. Head
movements yes _____ no _____

S U M M A R Y

1. Date of entry into clinic _____

	Date _____ Initial Score	Date _____ Semester Score	Gain	Date _____ Semester Score	Gain	Total
2. Oral reading	_____	_____	_____	_____	_____	_____
3. Silent reading						
Gates Primary						
Word recognition	_____	_____	_____	_____	_____	_____
Paragraph reading	_____	_____	_____	_____	_____	_____
Average	_____	_____	_____	_____	_____	_____
Gates Advanced Primary						
Word recognition	_____	_____	_____	_____	_____	_____
Paragraph reading	_____	_____	_____	_____	_____	_____
Average	_____	_____	_____	_____	_____	_____
Gates Survey						
Vocabulary	_____	_____	_____	_____	_____	_____

	Date _____ Initial Score	Date _____ Semester Score	Gain	Date _____ Semester Score	Gain	Total
Comprehension	_____	_____	_____	_____	_____	_____
Speed	_____	_____	_____	_____	_____	_____
Average	_____	_____	_____	_____	_____	_____

4. Clock hours of instruction _____
5. Date of release from clinic _____
6. Comments:

SCHOOL RECORD

Name _____ Address _____

School _____ Birthdate _____ Grade _____

I.Q. (Test and Date) _____

General Physical Condition _____

Audiometer Test (Date and Results) _____

Visual Tests (Date and Results) _____

School Attendance:

Number of Days in Kindergarten _____

Age at School Entrance: Years _____ Months _____

Attendance in Grades: I _____ II _____ III _____ IV _____ V _____

VI _____ VII _____ VIII _____

Number of Schools Attended _____

Record of Failures _____

Recent reading test results:

Test	Grade Score	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments of principal or teacher:

EXHIBIT F

Date _____

Name _____ School _____ Grade _____

Starting Date _____ Ending Date _____

PERIODS PER WEEK: Group _____ Individual _____ Total _____

READING PROGRESS RECORD

	S	U	Comment
Writes name legibly.....			
Knows alphabet.....			
Can write small case letters.....			
Can write capital letters.....			
Knows consonant sounds.....			
Knows consonant blends.....			
Knows short vowel sounds.....			
Knows long vowel sounds.....			
Uses sounds to unlock words.....			
Knows basic word list.....			
Knows common prefixes.....			
Knows common suffixes.....			
Can divide words into syllables.....			

Oral Reading

Has good reading posture.....

Does not point.....

Reads well on Independent Level.....

Silent Reading

Has good reading posture

S U Comment

Does not point.....

|

Does not read with lips.....

Gets thought.....

Recreational Reading

Reads for fun.....

Can choose books for recreational
reading.....Recreational reading habit estab-
lished.....

EXHIBIT G
I N V E N T O R Y

Please indicate your preference for topics by numbering your first choice number 1, your second choice number 2, your third choice number 3, etc.

Topics for Consideration:	Primary	Upper
The Developmental Reading Program	_____	_____
The Word Recognition Skills	_____	_____
Comprehension Skills	_____	_____
Remedial Reading	_____	_____
Reading in the Content Areas	_____	_____
Developing Critical Readers	_____	_____
Sight Conservation in the Classroom	_____	_____
Reading Readiness	_____	_____
New Trends in Reading Instruction	_____	_____
Individualizing Instruction	_____	_____
Programmed Reading Materials	_____	_____
Words In Color	_____	_____
Developing Perceptual Skills	_____	_____
Neurological Handicaps in Children of School Age	_____	_____
Speech Improvement	_____	_____
The Relationship of Health to Learning	_____	_____
Others: _____	_____	_____
_____	_____	_____
_____	_____	_____

Types of meetings:

Demonstrations _____ Lectures _____ Others _____

Workshops _____ Panel Discussions _____

Please return as soon as possible to the reading consultant.

APPENDIX II

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EXHIBIT A

Information Form

This form is completed as a parent expresses interest in enrolling his child in an Early Childhood Education center.

The upper third of the form is completed by the teacher, from information supplied by the parent.

The lower section is completed by the parent or, at the parents' request, by the teacher as the parent supplies needed information. The parent's signature is required at the bottom of the form.

These completed forms are a tangible evidence of the parent's interest in enrolling his child in the program. The completed forms serve as a preliminary introduction of the child and his family to the program; they also serve as a basis for selection in view of their having the necessary data about address, birth date, and annual income. In addition, throughout the academic year they comprise a waiting list from which additional children can be selected as vacancies occur.

INFORMATION FORM

Name of Pupil _____ Birth Date _____

Birth Certificate Number _____ Place of Birth _____

Address of Pupil _____ Home Telephone _____

Mother's Name _____ Address _____

Employed By _____ Address _____ Telephone _____ Yearly Income _____

Father's Name _____ Address _____ Telephone _____

Employed By _____ Address _____ Telephone _____ Yearly Income _____

TO BE FILLED IN BY PARENTS:

I am home each day during school hours _____ Yes _____ No _____.

The name of the person who is at my home during school hours is _____

_____. He or she is my _____.

In case a parent is needed and cannot be reached, you may get in touch with:

Name	Address	Telephone
My Family Doctor is _____		
Name	Address	Telephone
_____ Brothers older	_____	Sisters older
_____ Brothers younger	_____	Sisters younger

Names of Brothers and Sisters in School:

Name	Grade	School

Has Accident Insurance _____ Yes _____ No _____ Date Insured _____

You have my permission to allow this child to accompany the teacher on short neighborhood trips. In case of a field trip by bus or other means of transportation, the parent will be notified.

Signature of Parent _____ Date _____

EXHIBIT B

Pupil History and Experience Inventory

As each child is accepted for enrollment in the Early Childhood Education Program, this form serves as the basis for a structured interview with the parent. The form is completed by the teacher as she explores with the parent the various dimensions of the child's life.

The use of this inventory serves a three-fold purpose:

1. Provision of comparable basic information about each child's background and experiences, with a view to acquainting the teacher more fully with the child.
2. Provision of comparable basic information about each child's background and experiences, with a view to analyzing group and individual characteristics.
3. Provision to the parent of an outline of the multi-faceted approach of a program dedicated to the total development of the child.

Thus, the inventory serves as a useful device for facilitating the two-way communication between staff and parents.

Name	Age	School	Grade
------	-----	--------	-------

Do all children live in same house? Yes ☐ No ☐

If No, names and addresses of children who do not:

Persons living in household other than those listed above: None ☐ Aunt ☐
Uncle ☐ Cousin ☐ Grandmother ☐ Grandfather ☐ Boarder ☐ Other ☐

Has this child ever gone to Nursery School? Yes ☐ No ☐

What does this child like to do best in his free time? _____

With whom does this child usually play: Neighbor Children ☐ Brothers ☐
Sisters ☐ Mother ☐ Father ☐ Cousin ☐ No one ☐ Others ☐

What are approximate ages of child's playmates:

1 Year or younger ☐ 2 years - 4 years ☐ 5 years - 7 years ☐ 8 years ☐

What kinds of printed materials are usually in home?

Magazines ☐ Newspapers ☐ Books ☐ Other ☐ None ☐

Does anyone ever read to the child at home? Yes ☐ No ☐

If yes, who usually reads to the child: Mother ☐ Father ☐ Sister ☐
Brother ☐ Other ☐

Has child ever been taken on trips? Yes ☐ No ☐ If yes, where has he gone:

What methods of transportation has he experienced? Car ☐ Bus ☐ Taxi ☐
Boat ☐ Train ☐ Other ☐

Is there a television in the home? Yes ☐ No ☐

Does this child like to watch television? Yes ☐ No ☐

What are child's favorite television programs? _____

Does family have favorite television program? Yes ☐ No ☐

If yes, which program: _____

(2)

Does this child ever go to the movies? Yes ___ No ___ If yes, how often?

Very Often ___ Frequently ___ Seldom ___

Who takes child to movies? Mother ___ Siblings ___ Father ___ No One ___

Others _____

Are there any musical instruments in home? Yes ___ No ___ If yes, what kind?

Does this child have any pets? Yes ___ No ___ If yes, what kind? Dog _____

Cat ___ Turtle ___ Bird ___ Fish ___ Other _____

Does child have any fears of: Dark ___ Loud Noise ___ Animals ___ Other _____

Interviewer's Comments:

Date _____

EXHIBIT C

Early Childhood Progress Chart

This check list is completed by the teacher for each child as she observes him in the Early Childhood Education center. The check list is completed four times during the twelve month period.

The chart serves initially as a stimulus to the teacher to observe each child objectively in the four selected areas of growth and development. It also serves as a guide for the teacher's planning for activities which might be directed to enhancing the development of those areas in which the individual child does not manifest optimal progress.

Teacher _____ Date _____

1. Shows consideration for others
2. Works well with large or small groups
3. Plays with others showing fairness and courtesy
4. Moves quietly
5. Comes to school regularly
6. Uses equipment properly

EXHIBIT D

Note Regarding Measuring Devices

As indicated in the body of the program description, additional measuring instruments are in use. Because it is essential that the independence of the variables be maintained, copies of the instruments are to be handled only by selected staff members. These instruments are used for direct measurement of children's developmental status and for measuring adults' expectations of children's behavior, adults' goals for adult behavior, and adults' descriptions of children's behavior.

EXHIBIT E

Teacher Qualifications

All teachers in the Early Childhood Education Program meet certification requirements as delineated by the State Department of Education. In addition, they have a minimum of two years' experience in teaching children under eight years of age.

The following list of qualifications contains average and other combined figures, with no reference to individuals as an indication of:

(1) the variation in relevant training and experiential background, which increases the potential for each teacher's serving as a professional resource to each other teacher; and (2) the overall professional strength of the group, whose goal is contribution to an educational program rather than winning individual honors.

TEACHER QUALIFICATIONS

The teachers of the Early Childhood Education Program have the following qualifications:

1. The teachers have a Bachelor of Science or a Bachelor of Arts degree.
 - a. Four bachelor level degrees in Elementary Education
 - b. One bachelor level degree in Early Childhood Education
2. One teacher has a Master of Arts degree in Early Childhood Education.
3. The teachers have had college course work in human growth and development, the average amount being approximately 15 semester hours.
4. The teachers have an average of seven-and-one-half years' experience in the education of children under seven years of age. Two of the teachers have specific experience with teaching children under five years of age.
5. Two of the teachers have had experience as instructors in adult education, and one of these has had experience teaching in out-of-school settings.
6. Other specific accomplishments include:
 - a. Service as instructor for a course in Early Childhood Education at a local university.
 - b. Serving as a representative of the National Association of Nursery Education at the 1960 White House Conference on Children and Youth.
 - c. Service as supervising teacher for advanced college students in a teacher-training program.

- d. Establishment of a preschool center for a service organization.
- e. Extensive extra-curricular service within the schools, in the form of membership in curriculum planning committees, coordinator of a city-wide testing program of early elementary grades, chairmanship of various committees of the Parent-Teacher Association, coordinating specific programs for a school, and membership in the diverse committees needed for a modern elementary school.

A P P E N D I X I I I

EXHIBIT A

COMMONWEALTH OF VIRGINIA

Richmond Professional Institute
901 West Franklin Street
Richmond, Virginia 23220

August 17, 1965

School of Social Work

Director
Human Development Programs
Richmond Public Schools
Administration Building
312 North 9th Street
Richmond, Virginia 23219

Dear Sir:

Thank you for arranging time for us to talk with you and the school staff on Thursday, August 12, 1965. We are pleased at your interest in providing opportunity for a field work learning experience for graduate students in social work from this school for 1965-1966.

As you know, the school will employ a supervisor to serve the unit of students. It was agreed that she will work closely with the Supervisor of School-Community Coordination Program in developing a pool of case situations for student learning. The students, in addition to participation in the ongoing Human Development Programs, will carry cases in continuing individual and family treatment, work with principals and teachers, and learn to function as school social workers.

It was agreed that the Richmond Schools will make available space for the students and an office for conferences for the supervisor. Existing telephone, dictating and clerical equipment and personnel will be available for the use of the student group. The School Board will make available a sum for the academic year for reimbursement to students and supervisor for transportation costs related to case management.

It was further agreed that the supervisor will conform to arrangements worked out among the Supervisor of School-Community Coordinators, the Supervisor of Guidance and Psychological Services, and the Supervisor of Attendance Department as to respective areas of responsibility, relating directly to the School-Community Coordination Supervisor and drawing cases from the Human Development Project.

I hope the above agrees with your understanding of the points covered during our conference.

Again, my thanks for your interest in participating in our program of professional education.

Sincerely,

Director of Field Work

EXHIBIT B

Department of Human Development Programs

RICHMOND PUBLIC SCHOOLS
Richmond, Virginia

M E M O R A N D U M

TO: Principals, C.A.P. Schools

FROM: W. Bruce Welch, Director, Department of Human Development Programs

SUBJECT: Graduate Social Work Students from Richmond Professional Institute

DATE: October 4, 1965

The following students from the Graduate School of Social Work at Richmond Professional Institute will be assigned to the Community Action Program elementary schools:

Mr. Paul Brinkley
Mr. Hilton Carter
Mrs. Marion Morton
Mrs. Alice Parham
Mr. Clinton Wood

During this week, the Supervisor of School-Community Coordination, Mrs. Florence Segal, will visit you with Mrs. Charlotte Schrieberg, Supervisor of R.P.I. students, to discuss with you how the students will function in your schools.

We anticipate opportunities for providing needed services to the children in your schools through our relationship with Richmond Professional Institute.

tam

EXHIBIT C

RPI Student Unit
Attached to School-Community Coordination Program

Referrals: The cases handled by the social work students will be chosen by the supervisor of the unit from the pool of referrals received from school-community coordinators. We will accept no cases from a principal or a coordinator unless the referral form is submitted to the supervisor of School-Community Coordination. The unit supervisor will inform the coordinator supervisor which cases are being accepted. The coordinator will be informed by his supervisor.

Assignment: Each student will carry his own cases, assigned by the unit supervisor. He will build a caseload of not more than six cases for which he will be responsible. The assignment of cases will not be done according to schools, but the supervisor will try not to assign more than two students to any one school.

Handling: The students will attempt to work closely with the home, school, child, and coordinator and to locate any available resource which will help with a particular situation. He will first determine how the child is reacting in school and then will study the home situation. Following this study, a diagnosis will be made and a treatment plan outlined. Sometimes the treatment plan will include both parent and child and even other agencies. For instance, a child might be referred to another agency for group treatment and the student would work with the parents. We will use consultative resources where indicated.

EXHIBIT C-2

In handling cases we will attempt to teach generic case work. The student will use established methods and will try to establish a feeling of responsibility in the parent. For this reason, some interviews will be held in the schools and some in the home. All interviews will be by appointment, if possible, and will be private to preserve the confidentiality of information.

Supervision of the cases will be intensive and the supervisor will be responsible. Individual conferences will be held with each student weekly and also with the group as a whole.

Relationship The students will work with the coordinators who will
to act as liaisons with all individual school personnel, but,
Coordinators: once a case is assigned to a student, it will be his case.
Further handling will be discussed with the supervisor.

The coordinators will help the students find interviewing space in the schools, will introduce the student to teachers or others involved, and will be consulted for possible resources.

Disposition As the program develops, the students may become
of Cases: involved in the total program of School-Community Coordination. Perhaps this will be as an observer or it may involve participation, depending on the program. They will not be involved in a teaching or lecturing capacity.

The students will report findings first to the supervisor. As a plan is evolved, the principal of the school

EXHIBIT C-3

will be informed. Information on the cases assigned will be recorded in process for the students' use, but this will not become a part of the permanent record. Summaries will be done periodically to be transcribed to the permanent record. All materials regarding cases will be kept at the office of School-Community Coordination and will be available to the supervisor in that department. Weekly conferences between both supervisors will be held to discuss possible referrals and progress on existing cases, as the supervisor in the School-Community Coordination Department will be responsible for handling emergency situations when the unit is not present.

Aims: The School of Social Work hopes to provide a valuable learning experience for a unit of students in a school setting. It will not be duplicating the work of the coordinators but, hopefully, supplementing it. It is hoped that by spending more time with families and, by using case work techniques, they will be helped to better function in their present situation. This means that the social work students will have to be alert to finding any ways possible to help them and will involve school - home - community planning, but on a case basis rather than by groups.

EXHIBIT D

Extended Day Programs of Individual Schools

	<u>Program</u>	<u>Time</u>	<u>Days of Week</u>
<u>Bacon</u>	Movies	4:15-5:15 p.m.	Wed.
	Homemaking	3:15-5:15 p.m.	Fri.
	Homemaking	3:15-4:15 p.m.	Mon.
	Homemaking	3:15-4:15 p.m.	Wed.
	Reading and Reference Room	3:15-5:15 p.m.	Mon., Fri.
	Building Better Boys Club (BBB)	3:15-5:15 p.m.	Mon.
	Music and Art Appreciation	3:15-4:15 p.m.	Wed.
<u>Bellevue</u>	Reading	3:15-4:45 p.m.	Tues., Wed.
	Interpretive Dancing	3:15-4:45 p.m.	Tues.
	Arts and Crafts	3:15-4:45 p.m.	Tues.
	Movies	3:15-4:45 p.m.	Wed.
	Dramatics	3:15-4:45 p.m.	Wed.
	Social Dancing	3:15-4:45 p.m.	Wed.
<u>Bowler</u>	Sewing	3:15-5:15 p.m.	Wed.
	Art	3:15-4:15 p.m.	Fri.
	Movies	4:15-5:15 p.m.	Fri.
	Instrumental Music	3:15-4:15 p.m.	Wed.
	Hobby Club	3:15-4:15 p.m.	Mon.
	Knitting	4:15-5:15 p.m.	Wed.
	Reference Room	3:15-5:15 p.m.	Mon., Wed., Fri.
	Charm Club	3:15-4:15 p.m.	Wed.
	Junior First Aid	3:15-4:15 p.m.	Mon.
	Arts and Crafts	4:15-5:15 p.m.	Mon.
<u>Carver</u>	Reading Room	3:15-5:15 p.m.	Mon., Wed., Fri.
	Organized Sports (Boys)	3:15-4:45 p.m.	Mon., Wed.
	Folk Dancing and Charm Club	3:15-4:45 p.m.	Mon., Wed.
	Y - Teens	3:15-4:45 p.m.	Tues.
	Gray - Y	3:15-4:45 p.m.	Tues.
	Chorus	3:15-4:45 p.m.	Tues.
	Hobby Club and Arts and Crafts	3:15-4:45 p.m.	Mon., Tues., Wed.
	Good Grooming (Boys)	3:15-4:45 p.m.	Mon.
	Choral Speaking Group and Drama	3:15-4:45 p.m.	Tues.
	Parent Clinic	7:30-9:00 p.m.	3rd Tues. each month
	Senior Citizens Group	7:30-9:00 p.m.	2nd and 4th Tues.
	Civic Interest Group (Children)	7:00-8:00 p.m.	Tues.
	Tutorial	3:30-4:30 p.m.	Tues., Thurs.

EXHIBIT D-2

	<u>Program</u>	<u>Time</u>	<u>Days of Week</u>
<u>Chimborazo</u>	Me Too!	7:45-8:30 p.m.	Mon. thru Fri.
	Space Intelligence	3:15-4:45 p.m.	Mon., Wed.
	Dance Club	3:15-4:45 p.m.	Mon., Wed.
	Charm School	3:15-4:45 p.m.	Tues.
	Little Theater	3:15-4:45 p.m.	Tues.
	School Newspaper	3:15-4:45 p.m.	Wed.
	Story Hour	3:15-4:45 p.m.	Mon., Tues., Wed., Thurs.
	Arts and Crafts	3:15-4:45 p.m.	Tues., Thurs.
	Keydet Corps	3:15-4:45 p.m.	Tues., Thurs.
	Browser (Library)	3:15-4:45 p.m.	Mon. thru Fri.
	Student Council	3:15-4:45 p.m.	Wed.
	BYH	3:15-4:45 p.m.	Mon.
	Group Singing	3:15-4:45 p.m.	Wed.
	Movie	3:15-4:45 p.m.	Thurs.
<u>Fairfield Court</u>	Math Magic	3:00-5:00 p.m.	Mon., Tues., Wed., Fri.
	Science	3:00-5:00 p.m.	Wed.
	Creative Rhythms	3:00-5:00 p.m.	Tues.
	Musical Instruments	3:00-5:00 p.m.	Mon., Tues., Wed., Fri.
	Junior Primary General Activities	3:00-5:00 p.m.	Mon., Tues., Wed., Fri.
	Travel Club	3:00-5:00 p.m.	Mon.
	Library Activity	3:00-5:00 p.m.	Mon., Tues., Wed., Fri.
	Junior Primary I Extended Program	1:15-3:15 p.m.	Mon., Tues., Wed., Fri.
	Tutorial	3:00-5:00 p.m.	Mon., Wed.
<u>Fairmount</u>	Reading Fun Club	3:30-5:00 p.m.	Mon., Wed.
	Charm and Dance Club	3:30-5:00 p.m.	Tues., Thurs.
	Drill Club	3:30-5:00 p.m.	Fri.
	Activities Club	3:30-5:00 p.m.	Mon.
<u>Fulton</u>	Art	3:15-4:30 p.m.	Mon., Tues.
	Y.M.C.A. (Gra-Y)	3:00-4:45 p.m.	Mon.
	Y.M.C.A. (Gra-Y)	3:00-3:30 p.m.	Thurs.
<u>Graves</u>	Library Service	3:20-5:00 p.m.	Mon., Wed.
	Movies	3:20-5:00 p.m.	Mon., Wed.
	Games and Hobbies	3:20-5:00 p.m.	Mon., Wed.
	Square Dancing and Social Dancing	3:20-5:00 p.m.	Mon., Wed.
	Group Singing	3:20-5:00 p.m.	Mon., Wed.
	Adult Activities	7:30-9:30 p.m.	2nd and 4th Wed.

EXHIBIT D-3

	<u>Program</u>	<u>Time</u>	<u>Days of Week</u>
<u>Mason</u>	Choral Speaking	3:00-4:00 p.m.	Wed.
	Drama Club	3:00-4:00 p.m.	Tues.
	Folk Dancing	3:00-4:00 p.m.	Mon.
	Handicrafts	3:00-4:00 p.m.	Wed.
	Hobby Crafts (Boys)	3:00-4:00 p.m.	Mon.
	Audio Visual (Audio Camera Club)	3:00-4:00 p.m.	Wed.
	Music	2:30-3:30 p.m.	Wed.
	Home Economics	3:00-4:00 p.m.	Wed.
<u>Mosby</u> <u>(Elementary)</u>	Library Service	3:15-4:30 p.m.	Mon. thru Fri.
	Story Hour	3:15-4:30 p.m.	Tues., Thurs.
	Operation Stimulation	3:15-4:30 p.m.	Mon., Tues.
	Workshop for Creative Students		
	Tutorial Program	10:00-12:00 noon	Sat.
		3:30-4:30 p.m.	Mon., Wed.
<u>Mosby</u> <u>(Junior High)</u>		3:30-4:00 p.m.	Tues., Thurs.
	Library Service	3:15-4:30 p.m.	Mon. thru Fri.
	Operation Stimulation	3:15-4:30 p.m.	Mon., Tues., Wed., Thurs.
	Workshop for Creative Students		
	Math Challenge Groups	3:15-4:30 p.m.	Wed.
	Intramural Sports Program	3:15-4:30 p.m.	Mon., Thurs., Fri.
	Band	3:15-4:30 p.m.	Mon. thru Fri.
<u>Randolph</u>	Preschool Activities	7:45-8:30 a.m.	Mon., Tues., Wed., Thurs.
	Enriched Literary Experiences	3:15-4:30 p.m.	Tues., Wed., Thurs.
	Lively Arts	3:15-4:30 p.m.	Mon., Tues., Wed.
	Tutorial	3:15-4:30 p.m.	Mon., Tues., Wed., Thurs.
<u>B.T.</u> <u>Washington</u>	Rhythms	3:30-4:00 p.m.	Tues., Thurs.
	Drill Team	4:00-4:45 p.m.	Tues., Thurs.
	Baton Twirling		
	Quiet Activities-	3:00-4:00 p.m.	Mon., Wed.
	Good Citizenship		
	Seasonal Sports	4:00-4:45 p.m.	Mon., Wed.
	Co-Recreation	3:30-4:30 p.m.	Fri.
	Senior Citizens	3:30-4:30 p.m.	Wed.
<u>West End</u>	Arts and Crafts	3:15-5:15 p.m.	Tues., Wed.
	Reading Club	3:15-5:15 p.m.	Tues., Wed.
	Indoor Games	3:15-5:15 p.m.	Tues., Wed.
	Creative Dancing	3:15-5:15 p.m.	Tues., Wed.
	Dramatics	3:15-5:15 p.m.	Tues., Wed.
	Films and Slides	3:15-5:15 p.m.	Tues., Wed.
	Lectures by Civic Leaders	3:15-5:15 p.m.	Tues., Wed.

EXHIBIT D-4

	<u>Program</u>	<u>Time</u>	<u>Days of Week</u>
<u>Whitcomb Court</u>	Cultures of the World	3:00-4:15 p.m.	Mon., Wed.
<u>West End</u>	Arts and Crafts	3:15-5:15 p.m.	Tues., Wed.
	Reading Club	3:15-5:15 p.m.	Tues., Wed.
	Indoor Games	3:15-5:15 p.m.	Tues., Wed.
	Creative Dancing	3:15-5:15 p.m.	Tues., Wed.
	Dramatics	3:15-5:15 p.m.	Tues., Wed.
	Films and Slides	3:15-5:15 p.m.	Tues., Wed.
	Lectures by Civic Leaders	3:15-5:15 p.m.	Tues., Wed.
<u>Woodville</u>	Reading Program	3:30-6:30 p.m.	Mon., Tues., Wed.
	Interpretive Dancing	3:30-6:30 p.m.	Mon.
	Movies	3:30-4:30 p.m.	Tues.
	Arts and Crafts	3:30-5:00 p.m.	Tues.
	Dramatics	3:30-5:30 p.m.	Wed.
	Social Dancing	5:00-6:30 p.m.	Wed.
	Reading Room (Adults)	6:30-9:00 p.m.	Mon., Tues., Wed.
	Public Speaking (Adults)	6:30-9:00 p.m.	Mon.
	Making Hats	6:30-9:00 p.m.	2nd, 3rd, and 4th Tues.
	Community Needs	6:30-9:00 p.m.	Tues.
	Needle Work	6:30-9:00 p.m.	Wed.
	Floral Arrangements	6:30-9:00 p.m.	Wed.

EXHIBIT E

Goals and Roles in the Tutorial

The goal of the tutorial is to try to strengthen the child's attitude toward himself - his self-image - and improve his motivation for attending and doing well in school. At the same time the tutorial aims at helping the child with scholastic problems so that he can do well in school.

The tutorial provided a setting in which the student and the tutor develop a genuine relationship with each other, a relationship of mutual affection and respect. Such a relationship, based on treating the child as a person, an individual, can give him a sense of worth and self-confidence, improve his educational achievement, and widen his horizons.

Role of the Tutor

The job of a volunteer tutor is to put education on a personal rather than an institutional level. PERSONAL CONCERN FOR YOUR TUTEE IS YOUR GREATEST ASSET AS A TUTOR. Past experience shows that effective tutoring is based more on rapport between tutor and tutee than upon expertise in a subject area. Keep in mind that what you do is as much language as what you say.

Don't think of yourself as assuming the role and responsibilities of the teacher and the parents. You are helping teacher and parents, not replacing them. You should try to improve your tutees' attitude toward teachers and the school, and not join them in criticizing teachers and the school. This approach allows the benefits of tutoring to carry over to the school.

Role of the School

As you know, this tutorial is a joint project of Richmond Area Tutorials and the Department of Human Development Programs which initiates

EXHIBIT E-2

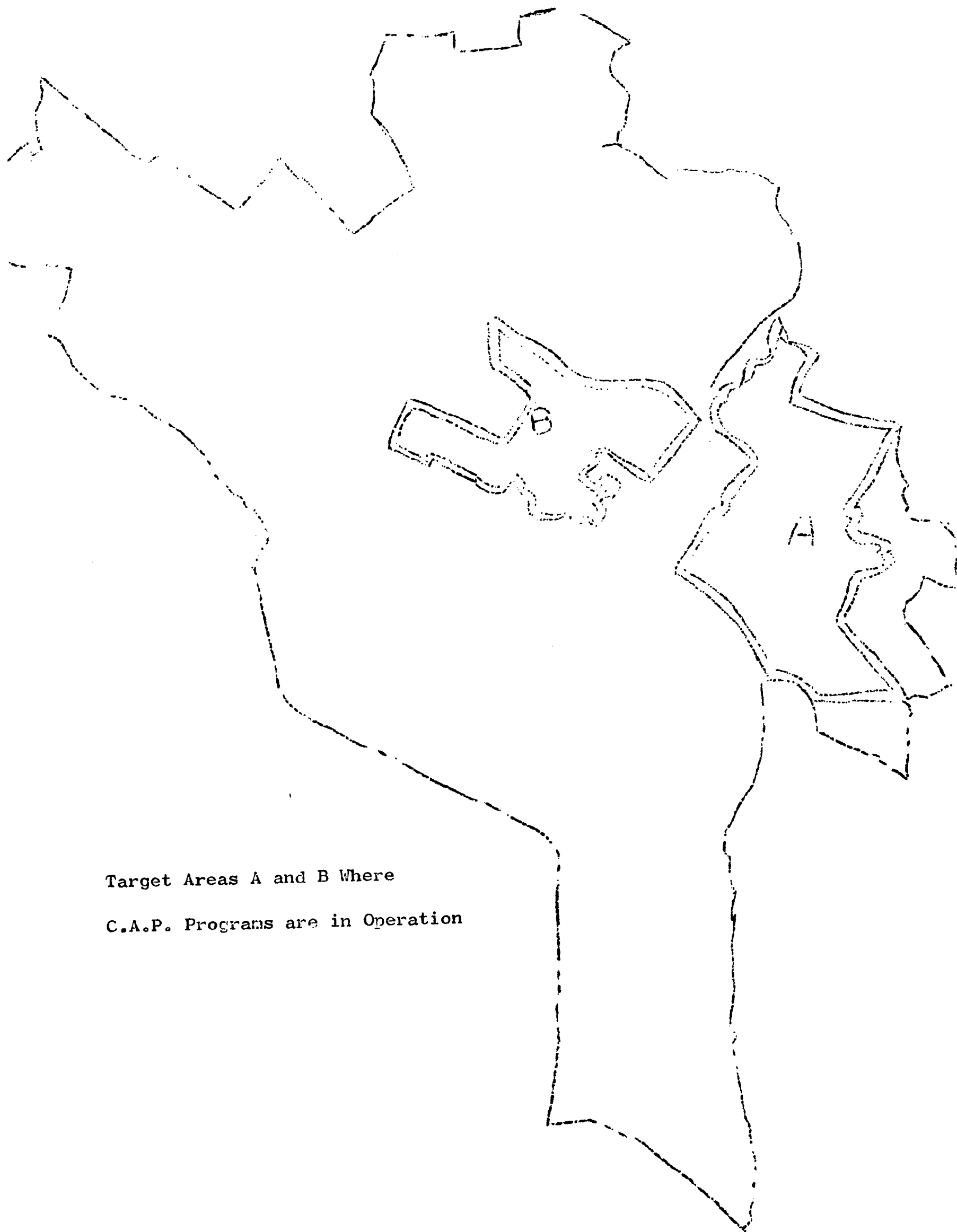
and carries out the Community Action Program of Richmond Public Schools. School-community coordinators and their aides will serve as your principle liaison with the school and the community which it serves. It will be essential to develop and maintain a smooth and informed working relationship with the coordinators and aides, and through them, with the school staff and members of the community.

Orientation and Training

Before you begin to tutor, you will have a three-hour initial orientation session. Goals and roles will be dealt with extensively at this session. It is important to read all the material in your tutor kit before your first orientation.

You will also be given information about tutoring techniques, the mechanics of the program, and the organization structure of the Extended Day Program in which you will be working. Further orientation and in-service training will take place at your weekly sessions with your fellow tutors.

CITY OF RICHMOND, VIRGINIA MAP



Target Areas A and B Where
C.A.P. Programs are in Operation

A P P E N D I X I V

EXHIBIT A

PROFESSIONAL STAFFAdministration, Supervision, Clerical

Conroy, Mrs. Margaret V., Secretary
Edwards, Rondle E., Assistant in Personnel
Fauls, Mrs. Lydia B., Supervisor and Psychologist, Early Childhood
Hall, Mrs. Frances S., Secretary
Hill, Mrs. Beresenia W., Supervisor, Remedial Reading
Jones, Mrs. Roberta A., Secretary
Kopko, John R., Assistant Director
Mathias, Theresa A., Secretary
Novelli, Mrs. Margaret V., Secretary to Director and Office Manager
Segal, Mrs. Florence Z., Supervisor, School-Community Coordination
Thompson, Mrs. Bernice H., Secretary
Welch, W. Bruce, Director

REMEDIAL READING - COMPONENT I

Reading Consultants

Baker, Stanley E.
Carter, C. Thurman
Chambers, Mrs. Dorothy R.
Cole, Mrs. Willianna B.
Dungee, Mrs. Dorothy B.
Fouts, Mrs. Lorena K.
Gayles, Mrs. Ruth T.
Picott, Mrs. Altia H.
Quarles, Mrs. Daphne L.
Robinson, Mrs. Sylvia C.
Saroff, Mrs. Joan
Thompson, Mrs. Elayne L.
Thornton, Mrs. Julia M.
Turpin, Mrs. Leola C.
Washington, Mrs. Rosa B.
Williams, Mrs. Bernyce
Williams, Mrs. Gullnare H.
Williams, Mrs. Pearle A.
Wood, Zemoria B.

Psychologists

Grigg, Austin E.
Silverberg, Jacob

Nurses

Bruce, Mrs. Beulah M.
Epps, Mrs. Margaret J.

EARLY CHILDHOOD - COMPONENT II

Teachers

Amaker, Mrs. Ada J.
Freeman, Mrs. Gertrude B.
Lambert, Mrs. Sylvia J.
Lane, Mrs. Diane R.
Wynn, Mrs. Verlestine W.

Psychologist

Warner, Joseph D.

Nurse

Cleaver, Mrs. Helen A.

SCHOOL-COMMUNITY COORDINATION - COMPONENT IV

School-Community Coordinators

Brinkley, Spingarn D.
Chiles, John
Drayton, Mrs. Mary H.
Glenn, J. Vernon
Green, Mrs. Henrietta
Harris, Blanche E.
Jordan, Mrs. Ellen D.
Kersey, Benjamin F.
Ware, Mrs. Betty
Williams, Mrs. Martha H.

NONPROFESSIONAL STAFFTeacher Aides

Adkins, Mrs. Elnora
Alston, Mrs. Jean D.
Bailey, Mrs. Gladys V.
Bias, Mrs. Martha L.
Boyd, Mrs. Cordell V.
Bulls, Mrs. Dessie Lee
Carter, Mrs. Gwendolyn
Church, Mrs. Ella N.
Coffey, Mrs. Anna M.
Crenshaw, Mrs. Evangeline W.
Daniels, Mrs. Lena R.
Davis, Mrs. Cora L.

Davis, Mrs. Vera M.
Deaton, Mrs. Josephine A.
Edwards, Mrs. Bernice B.
Forbes, Mrs. Elizabeth F.
Green, Mrs. Irene
Green, Mrs. Ruby L.
Harris, Mrs. Julia A.
Henderson, Mrs. Beatrice L.
Hickman, Mrs. Cora L.
Hubbard, Mrs. Clara M.
Johnson, Mrs. Carolyn
Johnson, Mrs. Eloise T.
Knight, Mrs. Arlean D.
Land, Mrs. Hester
McCauley, Mrs. Margaret A.
McGill, Mrs. Constance D.
Marks, Mrs. Rebecca C.
Morris, Mrs. Dorothy C.
Morris, Mrs. Maggie W.
Munn, Mrs. Alice G.
Nickerson, Mrs. Erselle W.
Parker, Mrs. Julia E.
Parrish, Mrs. Constella
Patterson, Mrs. Rosa L.
Perry, Mrs. Dorothy H.
Peyton, Mrs. Lillian M.
Quarles, Audrey
Revels, Mrs. Belva S.
Sally, Mrs. Lucille V.
Stephens, Mrs. Anne P.
Stevens, Mrs. Lillian
Sutton, Mrs. Jean
Thompson, Mrs. Bernice H.
Uzel, Mrs. Evelyn M.
Walker, Mrs. Dorothy T.
Watson, Mrs. Dorothy F.
Williams, Mrs. Minnie
Woodson, Mrs. Callie C.

EXHIBIT B

JOB ANALYSIS FOR ADMINISTRATIVE STAFF

Program Director

The Director is primarily responsible to the Assistant Superintendent in charge of Instruction as his chief officer. There is a definite further working relationship with the Assistant Superintendent in charge of Physical Properties, the Assistant Superintendent in charge of Personnel, and the Director of Research and Development as departmental activities relate to their respective areas of responsibility.

The Director is responsible for the organization and the implementation of special programs or projects that have been designed and assigned to the Department of Human Development Programs.

The Director is responsible for the performance and conduct of other administrative, supervisory, and staff personnel that are assigned to the department.

The position of Director requires competence that is derived from depth training, knowledge, and wide experience in a variety of social science disciplines. This is mandatory since the following problematic areas define the general nature of the job and the skills required:

1. Understanding the historical goals of American education and how these progressively contribute to the current needs and trends in present day curriculum organization and implementation.
2. Understanding the political and social interrelationships as they affect the goals of American education.
3. Understanding the developmental tasks that are inherent at each level of human participation and how these may be modified by normal variations in actuating school programs.

4. Understanding the psychological dynamics of human endeavors in attempting to adjust to the sociology of a democratic society.
5. Understanding indigenous customs, mores, and aspirations of local political and social institutions and how they contribute to or affect the innovations that may be desired in a particular geographic area.
6. Understanding the community-school centered program as a positive approach to child development and increased adult participation for responsible involvement.
7. Understanding the effects of the physical environment on human learning and the desire for continued participation.
8. Understanding and appreciating the need for and the implementation of sound fiscal operation and management.
9. Understanding and utilizing skill and techniques that provide information necessary to keep the supporting public informed.

Minimum qualifications for the program Director are:

1. Master's degree (advanced degree preferred) in Administration or related Social Science orientation.
2. Three years' successful experience as administrator or supervisor.
3. Ten years' successful experience in teaching or related profession.
4. Ability to work effectively with people.
5. Sincere belief in the potential of low income groups to overcome environmental handicaps.

Assistant Director

The position of Assistant Director requires general training and experience in school administration and management. He is responsible to the director of the department in carrying out the following responsibilities in program development and operation:

1. Receiving and processing all requisitions and purchase orders that come from supervisors in each of the related programs.
2. Preparing, with the assistance of the Finance Department, periodic reports to be submitted to school officials.
3. Keeping a current inventory and making periodic inspection of supplies and equipment that are assigned to components for use in related schools.
4. Having a general working knowledge and sensitivity of the entire program operation.
5. Maintaining a current and up-to-date statement regarding the fiscal status of each component and the department in general.

In the absence of the director, the Assistant Director is to be consulted for information that pertains to program operation.

Minimum qualifications for the Assistant Director are:

1. Master's degree in Administration or related Social Science orientation.
2. Three years' successful experience as an administrator or as a supervisor.
3. Five years' successful experience in education or related profession.
4. Ability to prepare financial reports and budgets.
5. Ability to work effectively with people.
6. Sincere belief in the potential of low income groups to overcome environmental handicaps.

Assistant-in-Personnel

The Assistant-in-Personnel has primary responsibilities in such areas as personnel recruitment, selection, tenure, assignment, promotion, certification, leave of absence, working conditions, separation from service, and retirement of Community Action personnel.

The personnel assistant:

1. Keeps personnel records and prepares reports based on these records.
2. Provides for employee information -- especially information regarding employee benefits and regulations.
3. Counsels employees and handles disciplinary problems.
4. Maintains a positive daily record of attendance on all employees in the Community Action Program.
5. Prepares monthly and biweekly payrolls.
6. Provides personnel services for the following employees:

Component No. 1 - Remedial Reading

Professional workers	-	25
Aides	-	20

Component No. 2 - Early Childhood Education

Professional workers	-	9
Aides	-	10

Component No. 3 - Summer School

Professional workers	-	182
Aides	-	180

Component No. 4 - School-Community Coordination

Professional workers	-	62
Aides	-	20

Component No. 5 - Administration

Professional workers - 6

Head Start

Professional workers	-	95
Aides	-	88

Minimum qualifications for the Assistant-in-Personnel are:

1. Bachelor's degree (Master's preferred) in Guidance, Psychology, Social Work, or related areas.

2. Three years' successful related experience.
3. An aptitude for personnel work.

Remedial Reading Supervisor

The Supervisor of Remedial Reading is responsible for the development and the implementation of the curriculum of the remedial reading program and serves as chairman of the selection committee to screen prospective pupils for participation in various aspects of the program.

Specific duties in implementing the above stated assignment are:

1. Planning and supervising a remedial reading program which will complement and contribute to the general reading programs in each target area school.
2. Evaluating, selecting, ordering, and distributing equipment and instructional materials.
3. Keeping inventories of equipment and instructional materials ordered and received.
4. Conducting in-service meetings with remedial reading teachers and teacher aides.
5. Consulting with psychologists, principals, and other experts concerning evaluative procedures for the reading program.
6. Discussing and demonstrating new approaches in the teaching of reading.
7. Speaking for parent and faculty groups.
8. Attending conferences, workshops, and institutes which deal with improving the instruction of reading and the other language arts.
9. Evaluating teaching procedures and progress of program development.
10. Making periodic reports of the program.

Minimum qualifications for the Remedial Reading Supervisor are:

1. Master's degree in Reading and/or Language Arts.
2. Three years' successful teaching experience.

3. One year's experience with a reading improvement program at the supervisory level.
4. Graduate courses in supervision.
5. Ability to accept and work with children and adults with disadvantaged backgrounds.
6. Sincere belief that every individual has ability which should be developed.

Early Childhood Education Supervisor

The Supervisor of Early Childhood Education is responsible for the organization and implementation of the program for preschool children in five designated centers. The Supervisor is responsible for five professional workers and ten nonprofessional teachers' aides in the performance of their duties in program operation. Since this level of education is an innovation in the public school, it is imperative that the Supervisor will have special training and wide, varied experiences of quality in dealing with the characteristics and learning patterns of children. The implementation and success of this program will depend, to a large degree, upon the expert sensitivity and perception of this Supervisor toward experimentation in preschool education.

1. Delineation, with aid of teachers, of the goals of the program for the present and future.
2. Delineation, with aid of teachers, of means of implementing the program for the present and future.
3. Assistance and guidance to the teachers and teacher aides in informal evaluation of the goals and processes.
4. Introduction of new curriculum materials and assistance, if needed, to teachers in sharing with the other teachers new principles and materials.
5. Channeling communication from the higher administrative levels to the principals, teachers, teacher aides, and program nurse, and vice versa. Also, channeling communication between staff members and other agencies of the school system, e.g. the supervisors of other programs, and the personnel department.
6. Interpretation of the program to school system staff and to others outside the system.

7. Interpretation of other programs to staff of the Early Childhood Education Program.
8. Planning and arranging, with the aid of the teachers, for in-service training for teachers.
9. Planning, with the assistance of the teacher aides, and arranging for in-service training for aides.
10. Coordination of the Early Childhood Education Program with related, school programs.
11. Coordination of volunteer service.

Minimum qualifications for the Early Childhood Education Supervisor are:

1. Master's degree with emphasis in the field of early childhood education.
2. Ten years' experience in teaching or supervision.
3. Special interest and training in experimental teaching and learning.

School-Community Coordination Supervisor

The Supervisor of School-Community Coordination is responsible for the planning and implementation of the program designed to develop a community-centered school, to establish a liaison between home, community, and school, and to stimulate parent involvement in school programs. The Supervisor is responsible for the supervision of ten professional school-community coordinators and twenty nonprofessional coordinator aides.

Specific activities involved in implementing the above are:

1. Planning and interpreting the many facets of the School-Community Coordination Program to civic organizations, social agencies, principals, teachers, community members.
2. Regular and intensive individual supervision and evaluation of the professionals employed in the program.
3. Conducting in-service training staff meetings with professionals and nonprofessionals.
4. Stimulation, evaluation, and implementation of extended day programs for children and adults in target area schools.
5. Supervision of the coordinator responsible for publicity releases and public relations of the Department of Human Development Programs.
6. Planning, implementation, and supervision of the "Library in Every Home" project.
7. Formulation and implementation of experimental mental health project in selected target area schools with selected groups of children.
8. Stimulation of involvement by community groups and individuals in school programs.

9. Planning and implementation of program of field work experience for graduate social work students.
10. Submission of reports to the director of the Department of Human Development Programs.
11. Cooperation with other components in areas where information or participation of parents is desired.

Minimum qualifications for the School-Community Coordination Supervisor are:

1. Master's degree in Social Work or Guidance.
2. Experience in community organization.
3. Commitment to the philosophy that all people must have the opportunity to develop to the limits of individual potential and that people of all racial, cultural, and socio-economic groups possess potential for development.
4. Be able to interpret the School-Community Coordination Program to other community agencies.
5. A minimum of three years' successful teaching experience or a combination of three years' of successful teaching and successful experience in social work.